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ABSTRACT

The second of five handbooks developed by Project HAPI (Handicapped Achievement Program Improvement), a multimedia staff development program to help teachers and specialists write effective individualized education programs (IEPs), is in looseleaf workbook format and focuses on children with severe education handicaps. It is reported that students who received IEPs developed by staff trained in Project HAPI had overall gains in reading and mathematics which doubled and/or tripled over the three year period with 90 to 93 percent of students reaching short term objectives on schedule. Part I of the handbook focuses on a systematic approach to the IEP development with sections on what the IEP should include, and 11 sequential steps such as initial identification (Step 1), conducting the assessment (Step 6), selection of intervention materials (Step 8), and review of the IEP (Step 11). Part II is on assessment with three assessment matrixes: assessment tools related to specific categories of function, description of assessment tools listed in the first matrix, and unpublished and informal assessment tools. Part III is on intervention with an intervention materials matrix and lists of sample resource materials. Appendixes include model IEPs, addresses for vendors and publishers, and a handbook evaluation form. A separate training package contains the script of an accompanying audiocassette, sample forms (in English and Spanish), and the pre- and posttest. A 60 minute video program with guide is also available for the program. (DB)

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ASSESSMENT + INTERVENTION = IEP

A Handbook on How To Write an Individualized Education Program

for

The Educationally Handicapped

Book Two

Jean Chapman
Grace Hanggi-Noe
Mary Hopper

Project HAPI
Handicapped Achievement Program Improvement
An ESEA Title IV-C Project Number 3426

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July 1, 1979

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FOREWORD

On November 29, 1975, President Gerald Ford signed Public Law 94-142 (PL 94-142). On September 1, 1977, PL 94-142, "The Education for all Handicapped Act" required that individualized education programs (IEP's) be developed for handicapped students.

PL 94-142 guarantees that all handicapped pupils have access to an education which meets their needs, that all handicapped students have educational rights which entitle them to the same benefits possessed by nonhandicapped students, and that schools provide handicapped pupils with special opportunities which enable them to participate as fully as they can in regular school activities.

Among other things, PL 94-142 mandates that school personnel write individualized education programs (IEP's) for all handicapped pupils. To help educators meet this requirement of the law, Project HAPI (Handicapped Achievement Program Improvement), an ESEA Title IV-C project funded by the United States Department of Health, Education and Welfare, administered by the California State Department of Education, and operated by the Department of Education, San Diego County, was begun.

The goal of Project HAPI is the creation of materials to be used in a training program for special education teachers/specialists who must prepare individualized education programs (IEP's) leading to individual achievement in mathematics and reading by handicapped pupils, grades kindergarten through twelve.

For additional information about Project HAPI and these materials, contact Jean Chapman, project coordinator, at the Department of Education, San Diego County.

Gerald A. Rosander
Superintendent of Schools

ACKNOWLEDGMENTS

The concept and design of Project HAPI originated with Dr. Lawrence C. Barry, project director. Virginia P. McDonald was acting director during 1978-79. The development of the handbooks with accompanying audiocassettes, the videofilm, their editing and coordinator of their use in training was accomplished by Jean Chapman, project coordinator.

Mary Hopper, educational specialist for the learning handicapped, San Diego City Schools, compiled the assessment and intervention sections of the first field test edition of this handbook. Grace Hanggi-Noe, learning disabilities teacher, San Dieguito Union High School District, compiled and revised these same sections in the second field test edition. Material in part I was rewritten July 1, 1979 by Jean Chapman, project coordinator, to reflect changes in federal and state regulations as they occurred. Dr. Clayton Bennett, Dr. Mary Gene Sanders and Jean Chapman were responsible for refining and reorganizing the second field test edition based on suggestions received from special education master teacher/specialist participants in Project HAPI training workshops 1977-78.

Special appreciation is due Dr. Charles Watts, director, California Learning Resource Center, University of Southern California, Los Angeles, for supplying many materials for the project.

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INTRODUCTION

Project HAPI (Handicapped Achievement Program Improvement) has been designed to provide assistance to teachers for increasing handicapped student achievement in reading and mathematics. Essential to meeting this objective is the development of a structured training process to prepare school personnel for planning and implementing individualized education programs (IEP's) mandated by PL 94-142. The chief vehicle for training is a specially written handbook with accompanying instructional audio cassette, one specifically developed for each of the designated areas of exceptionality stipulated in the law.

Each handbook provides a resource for a practical assessment of skills, a compilation of intervention strategies and materials, an organized approach to prioritizing goals and objectives leading to effective writing of the IEP, and model IEP's. The format of the handbooks is open-ended, providing for the addition of new materials as they become available.

These handbooks are designed to be used as inservice training manuals for special education master teachers/specialists who, after receiving this training, will become "process change agents" for the training of other personnel.

These handbooks have been evaluated by master teachers/specialists who used a rating scale to record qualified judgments about their practicality, relevance to the task of writing IEP's, and value for improving a handicapped pupil's achievement in reading and mathematics.

Each handbook provides a systematic approach to IEP development, leading to the creation of an acceptable and effective individual program. The handbooks also include two assessment matrices. The first matrix provides a quick review of suggested assessment tools, with a description of how these tools relate to the categories of present levels of function (as outlined in the legislation: PL 94-142).

The second matrix describes those assessment tools, adding other pertinent information including function, response format, administration, time, age, grade level, normative data and source.

The handbooks also include a section on unpublished, informal assessment tools not readily available, as well as a matrix listing intervention strategies from published sources. Also offered are sample techniques and intervention materials from unpublished sources, with brief instructions selected for individual instruction.

The appendices include model IEP's, addresses of vendors offering assessment and intervention materials, special information and the handbook evaluation.

The handbooks are specifically intended for use as a part of the Project HAPI training program. They serve as guides and are the basic materials needed. In addition to the handbooks, Project HAPI staff has developed a packet of exemplary materials which provide important information and supplemental support for the training activities.

In addition to the handbooks and cassettes, Project HAPI staff has developed a video film entitled Education for the Handicapped: A Parent-School Partnership which provides an overview of the IEP process depicting identification, referral, assessment and IEP planning events in compliance with federal and state laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals such as physical therapists, doctors and parent/child advocates.

PART I

A SYSTEMATIC APPROACH TO INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM INCLUDE. . .

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WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) INCLUDE- - -

> "The individualized education program (IEP) is a statement of the services to be delivered and of the anticipated goals and objectives for the pupil but it is not a contract which guarantees the accomplishment of the anticipated goals and objectives."
>
> CAC, Title 5, 3154 (9)

According to federal law (PL 94-142) and California regulations, an IEP shall include:

1. A statement of present levels of educational performance.
2. A statement of annual goals, including short-term instructional objectives.
3. A statement of the specific educational services to be provided and the extent of participation in regulation educational program.
4. The projected date for initiating and anticipated duration of services.
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.
6. Provisions for the transition into the regular class program if the pupil is to be transferred from a special day class or center or nonpublic school into a regular class in a public school.
7. A secondary grade level pupil's individualized education program shall also include any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and meet or exceed proficiency standards for graduation, in accordance with California Education Code, Sections of 51225 and 51225.5.
8. For limited-English-speaking and non-English-speaking students, linguistically appropriate goals, objectives, programs and services.
9. Extended school year services when needed.
10. Specially designed physical education and vocational education when needed.

AN OUTLINE OF IEP COMPONENTS

The following list expands upon the mandated IEP components on page seven and provides a more detailed guide to aid in writing the IEP:

1. Personally identifiable information.
2. Dates of initiation, alteration and duration of special education.
3. Career/vocational education program.
4. Appropriate physical education program.
5. Extent of regular class placement.
6. Dominant language of home and pupil.
7. Present levels of function.
8. Health status.
9. Rationale for placement.
10. Secondary level graduation requirements.
11. Statement of annual goals.
12. Short-term instructional objectives.
13. Evaluation criteria and procedures.
14. Person(s) responsible for implementing IEP (not mandated but recommended as a promising approach).
15. Determination of extended school services.
16. IEP committee members (person charged as committee coordinator designated).
17. Rights and protections documented.
18. Written parental consent to placement documented.
19. Appropriate linguistically.

A more complete explanation of these components follows on pages 9-12.

EXPLANATION OF IEP COMPONENTS

What Does An IEP Include?

1. Personally Identifiable Information

   Accurate and legible data must be recorded in an IEP. These data include name, birthdate, sex, grade level and personal identifier (such as social security number, student number or description of physical characteristics).

2. Dates of Initiation, Alteration and Duration of Special Education

   Specified dates must be shown on the IEP. These dates are: a) initiation of special education services; b) placement change; and c) anticipated duration of special education services. When appropriate placement cannot be made within 20 school days, the reason for delay and project date for placement shall be stated in the IEP [CAC 3005(c)].

3. Career/Vocational Education Program

   The requirement to hold this kind of program applies to all grade levels but is assigned a high priority at the secondary level.

4. Appropriate Physical Education Program

   An IEP must show whether the regular physical education program for nonhandicapped children is appropriate or whether special physical education must be provided. Special physical education includes adapted physical education and motor development. [CAC 5, 3306(f)].

5. Extent of Regular Class Placement

   This component is referred to as the least restrictive environment (LRE) and refers to the percentage of time the student spends in regular class on a weekly basis. A full explanation of LRE rationale is included in the description of the rationale for placement.

6. Dominant Language of Home and Pupil

   The dominant or primary (but not necessarily the native) language of both home and pupil must be stated in an IEP. How the determination of the dominant language is made for the child (i.e., by observation, test or parent report) must be recorded on the IEP.

7. Present Levels of Function

   The following seven areas must be assessed: To determine the student's current levels of functioning and his or her strengths, weaknesses and needs:

   a) Academics*
   b) Communication/Language*
   c) Social Adaptation/Emotional Development

d) Psychomotor

e) Prevocational/Vocational Skills

f) Self-help Skills

g) Learning Style (Modality), including: Length and kind of response, motivation and approach to task presentation.

h) Learning Approach (i.e., best for individual; e.g., reflective, persistent, etc.).

NOTE: "Age appropriate" should be written next to the item to show that no need for special education is indicated in a particular area.

*For specific learning disabilities (F.R. III, 121a. 541-2-3) certain academic and language areas are designated for assessment. In addition, an observation of the individual's classroom performance and a written report of the results of the evaluation are required. This report is referred to as the Psychoeducational Study [CAC 5 3421(b)].

8. Health Status

The assessment includes assessment of all areas related to suspected disability, including--when appropriate--health, vision and hearing as determined by a licensed nurse or surgeon/physician. (See appendix B to determine when a licensed surgeon's/physician's statement is required.)

9. Rationale for Placement

Justification for special education is based upon adequate assessment, observation and information gathered from parents, teachers and other members of the eligibility and planning (E&P) committee. This justification, which is a rationale, must reflect all areas of need in the multidisciplinary assessment and must be developed for the individual student by the full E&P committee on the basis of identified needs. Included in this rationale are statements of:

a) Functional description of handicap:

Describes educational need(s) in understandable language. Reflects assessment data recorded in IEP under "present level of function" and "health status," and includes data obtained from assessment and observation by any E&P committee member.

b) Specific special education to be provided:

A statement of the specially designed programs the child will receive to meet educational goals of an IEP must be provided by districts. Placement must be made on need(s). The career/vocational program in which the pupil may participate is written as part of the IEP. Vocational goals are assigned a high priority at the secondary level. For an individual whose handicap is designated as a "behavior disorder," the IEP shall include recommendations for amelioration of behavior which interferes with learning. The special education program to be provided must be recorded in this component.

c) Related service required:

A description of all related services required for an educational program must be documented in the IEP. Related services include: remedial physical education; transportation; occupational and physical therapy with documentation stating which agency will provide service; mobility training; interpreter; Braille transcriber; PH/home bound instruction; and any other services required to insure an appropriate education. Language, speech and hearing therapy becomes a related service when an individual with exceptional needs has a special class placement. When this therapy is the only special education service/program required, such service is recorded as the specific special education program. Written procedures assuring consistent documentation of related services should be developed and followed by the school district.

d) Special material/equipment to be provided:

Special instructional media is recorded which is required to meet the educational goals of the IEP. This media must be provided by the district.

e) Provision(s) for possible transition into regular class program:

This statement describes possible transition into the regular class program if the individual is to be transferred from a special day class, or center, or nonpublic school into a regular class in a public school. Such a statement provides flexibility so that a student may be moved into a less restrictive environment as needs change.

f) Rationale for least restrictive environment:

This is a statement justifying special education placement in both academic and nonacademic areas to insure full educational opportunity for the handicapped individual with nonhandicapped students. It is a description of other placement options considered and the reason why the recommended placement was selected.

10. Secondary Level Graduation Requirements

A secondary level individual's IEP shall also include any alternative means and modes necessary for the individual to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225 of the Education Code.

11. Statement of Annual Goals

An IEP must include a statement of general educational aims or goals as determined by the E&P committee. These goals are to be based on assessment, observation and information brought to the committee meeting. A goal is a broad statement describing a task, such as, "improve auditory processing skills." Goals are general (i.e., not specific in terms of the task or activity). They are not time referenced and do not specify proficiency levels. It is recommended that copies of the Assessment Analysis providing descriptive evidence of assessment information be attached to the IEP.

12. Short-Term Instructional Objectives

The IEP must include the short-term instructional objectives which are determined by the E&P committee. The objectives are based on assessment, observation and information brought to the committee meeting. Objectives are written in a more definitive manner than annual goals, such as: "Student will show a gain of at least six months on all auditory subtests of the Detroit test by June 1, 1978." Several short-term instructional objectives may be written for one annual goal, and each objective must state: a) specific observable behavior; b) under what conditions the tasks shall be accomplished; and c) within what time, with what degree of accuracy and/or what level of proficiency the objectives are to be met.

13. Evaluation Criteria and Procedures

The IEP must reflect all areas of student need as identified in the multidisciplinary assessment. An assessment is required: a) prior to initial placement;

b) before placement change, including additions and deletions within the special education program; c) upon transferring to regular education; d) upon request by a teacher or parent/guardian; and e) at annual review of the IEP required for determining whether the short-term instructional objectives are being achieved. Student progress toward meeting all IEP objectives requires documented monitoring.

14. Person(s) Responsible for Implementing IEP

The person named in each short-term instructional objective is responsible for implementing that objective. A copy of the total IEP should be available in the classroom of person(s) responsible for implementation.

15. Determination of Extended School Services

Extended school year services, when needed, must be documented.

16. IEP Committee Members

An IEP must be developed by an E&P committee. Committee members will vary with different educational placements (see appendix B). The language, speech and hearing specialist and the school psychologist who examine the child must serve on the E&P committee. The assessment must be made in the dominant language of the child. Placement must be based upon more than one measure. The information contained in the IEP must be established as a result of assessment and/or observation at the time of writing the IEP. E&P committee members are required to sign and date their participation in the writing of the IEP. The team member who assumes the position of coordinating the assessment activities is to be designated on the signature page.

17. Rights and Protections Documented

All parents of students for whom an IEP is developed must receive a written notice of their rights and protections (including right to a fair hearing) as required by federal and state laws. Receipt of that notice should be documented on the IEP form.

18. Written Parental Consent to Placement

No special education placement can be initiated or provided to a child until the parent(s) agree in writing to that placement. Such written consent must be informed consent, that is, it is given voluntarily and that the parent understands and is informed about what he is giving consent for.

19. Appropriate Linguistically

An IEP must be written so that all goals, objectives, programs and services determined, if the person is limited-English-speaking or non-English-speaking, are linguistically appropriate. Should an interpreter be necessary either to translate in another language or to translate in a specific mode of communication, this person's signature is also required as a member participating in the IEP committee.

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INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

Student ① BD ① CA ①
Personal Identifier ① Sex ①
Teacher (9B) No. Yrs. Enrolled in School ① Grade ①
School (9B) Special Program (9B)
Date of Initial Enrollment in Special Education ② *Projected Date of Placement ② Anticipated Duration of Placement ②
Career/Vocation Education Program ③
Extent of Regular Class Placement ⑤ % P.E. Program ④

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Ⓐ
Academics: Ⓑ
Social Adaptation/Emotional Development: Ⓒ
Psychomotor: Ⓓ
Prevocational/Vocational Skills: Ⓔ
Self-Help Skills: Ⓕ
Learning Style (Modality): Ⓖ
Learning Approach (e.g., reflective, persistent, etc.) Ⓗ
⑦

Health Status: ⑧

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): ②

Date of Meeting ⑥
Parents Phone
Address
Native Language of Pupil How Determined
Native Language of Home School District of Residence

RATIONALE FOR PLACEMENT

Functional description of handicap: Ⓐ
Specific special education to be provided: Ⓑ
Related services to be provided: Ⓒ
Special material/equipment to be provided: Ⓓ
Provision(s) for possible transition into regular classroom program: Ⓔ
Rationale for Least Restrictive Environment: Ⓕ
⑨

(Includes explanation of (3), (4), (5))

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San Diego County 6-79

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Student ______________________________ ⑲

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment, instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^xx^ sign below:	Date
Parent/designee signature	
Parent/designee signature	
Student signature	
Special education administrator/designee signature	
Regular education teacher signature	
*School psychologist signature	
*Language, speech, and hearing specialist signature ⑯	
School nurse signature	
Special education teacher signature	
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

13a

*Has evaluated pupil

xxIndicates designated team coordinator

21

Secondary level graduation requirements (CAC 3306(s)):

⑩

Determination of extended school year services (CAC 3306(e)):

⑮

The parent(s)/designee(s) signature below signifies permission for special education placement in:

____

Specified Special Education Placement ⑱

Parent/designee signature ______ Date ______

Parent/designee signature ______ Date ______

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature ______ Date ______ ⑰

Parent/designee signature ______ Date ______

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Student ______________________________

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
⑪	Specify time, observable behavior, evaluation conditions, and evaluation criteria. ⑬ ⑫ Person responsible ⑭ Date established ⑬	Date ⑬ ____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsibile Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

13b

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*CAC Title 5 – 3307

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SEQUENTIAL STEPS IN IEP DEVELOPMENT: A GUIDE

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Step 2. Initiating A Referral: Planning Using Assessment Record 25
- Assessment Record Form (Blank) 27
- Assessment Record Form (Completed) 27a
- Assessment Record for Specific Learning Disabilities 29
- Specific Learning Disabilities Assessment Form (Blank) 31
- Specific Learning Disabilities Assessment Form (Completed) 31a

Step 3. Selection Assessment Tools 33

Step 4. Developing the Assessment Plan 35
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- Psychoeducational Study Form (Blank) 47
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STEP 1. INITIAL IDENTIFICATION

Often the IEP process is initiated as a result of either formal or informal screening. Formal screening refers to that screening which is routinely carried out by all school districts such as the screening of speech and language, vision, hearing, psychomotor skills, academic skills, dominant language and physical growth. Informal screening refers to reports and observations reported by parents, community agencies or school personnel. When either formal or informal screening suggests a possibility of a disability, a consultation with a resource person or the classroom teacher is indicated to clarify the problem. Such a consultation may lead to several possibilities:

1. That the child's needs can be met by modification in the regular classroom.
2. That supplementary instruction within regular education, such as a language development program, or a learning resource center are appropriate.
3. That a different school setting or classroom placement is better suited to the child.
4. That the child needs to be referred for assessment.

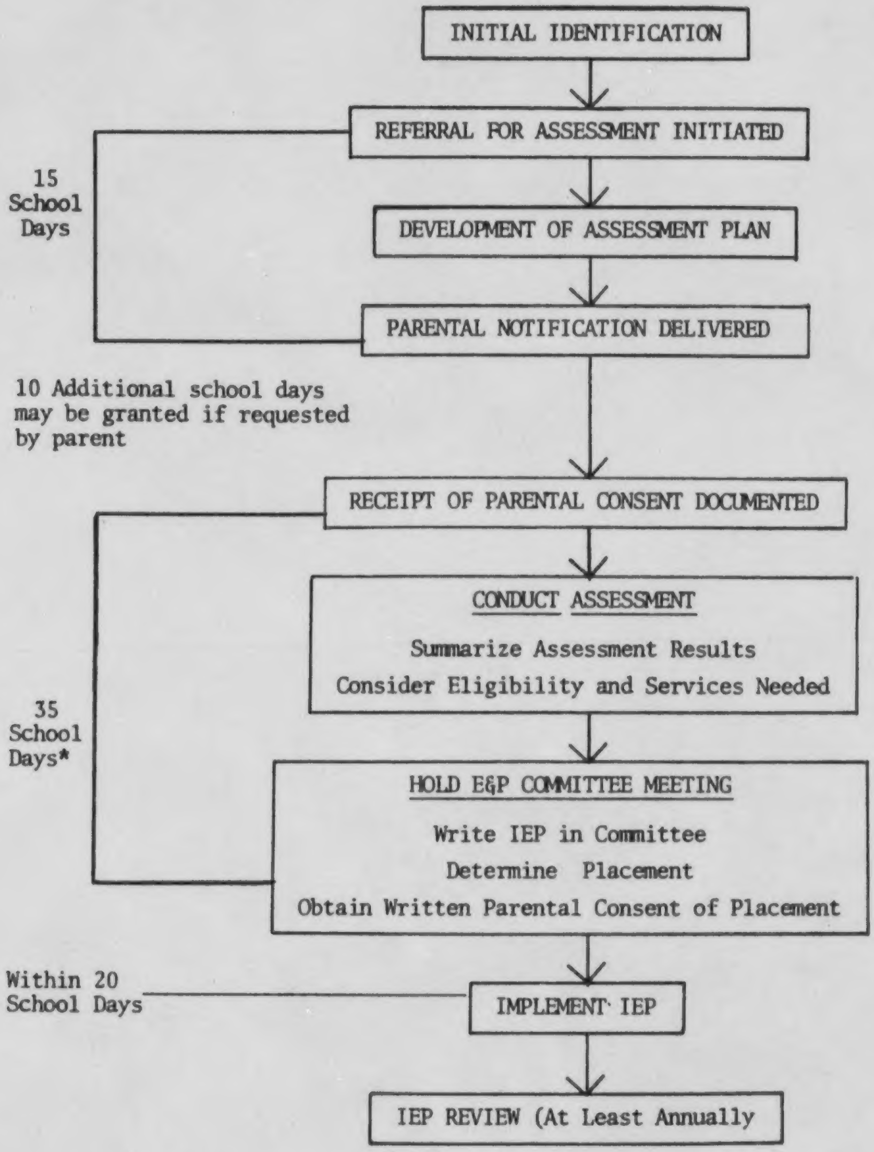
A flow chart on page 19 shows the IEP process schematically. It is appropriate for Non-Master Plan and Master Plan districts.

When it is established that such a referral is indicated, it is good practice to inform the parents and solicit their cooperation and involvement at the very earliest time. Also at this point, the referral must be routed to the appropriate school personnel for purposes of following the identification, referral and assessment procedures established by the district. A form for making a referral to an assessment team can be found on page 21 and a completed form for a fictitious child follows.

Non-Master Plan districts' procedures will differ to some degree (e.g., the assessment team for Non-Master Plan is labeled the E&P (eligibility and planning) team. Master Plan assessment teams are SAT (site assessment team) and EAS (educational assessment service)).

An IEP Process Log for use by the designated coordinator of the assessment team is provided on pages 23-24.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School Days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional school days may be granted if requested by parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School Days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 School Days
IMPLEMENT IEP
IEP REVIEW (At Least Annually

**CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School ______________________ Date __________ Person Initiating Referral ______________

Student ______________________ BD __________ CA __________ Sex __________

Personal Identifier ______________ Current Teacher ______________ Grade ________ Current Placement ______________

No. Yrs. Enrolled in School __________ Native Language ______________ How Determined ______________

Parent(s)/Guardian(s) ______________________ Phone ______________

Address ____

Native Language of Home ______________ School District of Residence ______________

Assessment Team Coordinator ______________________ Date Referral Received ______________

Reason for Referral:

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

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San Diego County 6-79

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REFERRAL TO ASSESSMENT TEAM

FICTITIOUS

School Webster Date July 18, 1977 Person Initiating Referral Mary Pauls/D. Camp

Student John Pauls BD 1-18-68 CA 9-6 Sex Male

Personal Identifier SS# 526-38-9084 Current Teacher D. Camp Grade 5 Current Placement Regular Class

No. Yrs. Enrolled in School 5 Native Language English How Determined Observation - Parent Report

Parent(s)/Guardian(s) Jim and Mary Pauls Phone 829-4310

Address 88 "A" Street, Champagne CA

Native Language of Home English School District of Residence Champagne

Assessment Team Coordinator L. Kidd Date Referral Received 7-18-77

Reason for Referral:

Virtually a nonreader. Much difficulty in following directions. All academic areas present problems for John. Often extremely shy. Finds talking with peers difficult. Shows frustration and is very aware of his lack of achievement.

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

New to school district. Requests for school records from previous out-of-state school unanswered. Mother reported John had attended four different public schools since kindergarten and the last was a parochial school. Academic screening in classroom shows math and reading skills near second grade level. Has not learned cursive writing. Speech is limited and difficult to understand. Mother reported John likes to come to school--for the first time.

Health/Medical History

No previous records available. Vision, hearing and growth screening normal. Mother reports "asthmatic" episodes but has had no medical diagnosis. John has missed school frequently due to congestion (reported by mother).

Previous Interventions/Strategies

Mother reported John had been enrolled in a parochial school prior to entering school here hoping a smaller class would benefit John. Little progress had been made in this situation either.

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IEP PROCESS LOG

Student________________________ B/D__________ Grade____ Teacher________________

School________________________ Team Coordinator________________________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .	________	______
2. Development of assessment plan:		
A. Parent notified of informal meeting.	________	______
B. Evaluation team members notifed.	________	______
C. Assessment Record utilized.	________	______
D. Assessment Analysis provided each team member	________	______
E. Timelines established for:		
(1) Completion of assessment.	________	______
(2) Assessment Analysis to be delivered to team coordinator.	________	______
(3) Psychoeducational study completed (for EH & SDL) .	________	______
(4) Assessment Analysis compiled by team coordinator. .	________	______
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.	________	______
4. Receipt of parental consent to assess documented.	________	______
5. Conduct assessment per plan (see full Assessment Record). .	________	______
6. Coordinator collect and compile findings on Assessment Analysis.	________	______
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.	________	______
(a) Notice delivered.	________	______
(b) Report of meeting delivered.	________	______
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.	________	______
7. Parent's response to item 6, (1) received/documented. . . .	________	______
Parent's response to item 6, (2) received/documented. . . .	________	______

8. Agenda prepared for E&P committee meeting. . . . . __________ ______

9. E&P committee meeting:

   A. IEP--written and signed by participating members . . . . __________ ______

   B. Written parental consent for educational placement documented. . . . . __________ ______

10. IEP implemented . . . . __________ ______

STEP 2. INITIATING A REFERRAL: PLANNING USING THE ASSESSMENT RECORD

An individualized education program (IEP) focuses on an individual's identified needs and strengths. Consequently, assessment must be carefully planned. Legislation requires that when a child is referred for assessment because of a suspected disability, the assessment team shall deliver to the parents within 15 school days notification of referral for assessment including parent rights, a statement as to possible program alternatives and a complete assessment plan.

The blank Assessment Record on page 27 offers a format which provides a "map" and a "log," for planning assessment and recording the evaluation as it progresses. This form permits the assessment team to determine quickly those areas of behavior to be sampled to tailor evaluation to the particular needs of the subject.

The Assessment Record provides a means of documenting existing current records and data in areas of behavior and function mandated for consideration in developing the assessment plan. So that assessment does not duplicate or overlook areas, the Assessment Record can become the basis for planning what tests need to be given and who will administer them. The assessment team coordinator will find the Assessment Record a means of providing direction and establishing timelines for the assessment team. The Assessment Record can be the initial vehicle for establishing this logging system for keeping track of referrals and their disposition, and assuring that the assessment and planning process proceeds smoothly in accordance with schedules and timelines.

A completed Assessment Record for a fictitious child, John Pauls, is on page 27a.

Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade ____________

Birthdate ______________________ Date ____________

• • • • • • • • • • •

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
27		
	LEARNING STYLE	
	ACADEMICS	
33		

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	
		34

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Project HAPI **ASSESSMENT RECORD**

FICTITIOUS

Name John Pauls Grade 5

Birthdate 1-18-68 Date 8-18-77

• • • • • • • • • • •

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
8-1-77	Vision Acuity	C. Bridge
8-1-77	Auditory Acuity	C. Bridge
8-15-77	Current Health	C. Bridge
8-1-77	Audiogram	C. Bridge
	LEARNING STYLE	
8-2-77	Classroom Observation	M. Storm
8-18-77	VADS: Preferred Mode	L. Kidd
	ACADEMICS	
7-18-77	WRAT	D. Camp
8-12-77	SRA Series	M. Storm
8-18-77	PIAT	M. Storm
8-18-77	KEY Math	M. Storm

27a

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
8-1-77	Utah, PPVT & GFW	L. Kidd
8-1-77	Language Sample	L. Kidd
8-8-77	ITPA	M. Storm
8-18-77	Time Concepts	L. Kidd
8-18-77	Oral Commissions	L. Kidd
8-18-77	Visual-Verbal Learning Articulation	L. Kidd
	PSYCHOMOTOR	
8-1-77	Piaget R/L	L. Kidd
8-19-77	Visual Motor Integration	M. Storm
	PRE-VOCATIONAL/VOCATIONAL	
7-15-77	Interest Inventory	D. Camp
8-1-77	Student Interview	L. Kidd
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
8-3-77	Vineland	M. Storm
8-3-77	Behavior Rating Scale	M. Storm
	SELF-HELP SKILLS	
8-3-77	Vineland	M. Storm

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ASSESSMENT RECORD FOR SPECIFIC LEARNING DISABILITIES

According to the December 29, 1977, issue of the Federal Register [F.R. 121a5(b)9], a specific learning disability "means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations."

The state law CAC 5, 3400, 3401, 3420 and 3421 further defines this group as the educationally handicapped individuals and elaborates on assessment and eligibility. In the assessment of educationally handicapped candidates, certain requirements become the responsibility of the speech-language specialist. These same requirements are indicated in the assessment for Severe Disorders of Language, Including Aphasia (SDL). Listed below are those additional areas to be assessed as identified in the federal law:

1. Oral Expression
2. Listening Comprehension
3. Written Expression

→ Expansion of Language Areas

4. Basic Reading Skill
5. Reading Comprehension
6. Mathematics Calculation
7. Math Reasoning

→ Expansion of Academic Areas

In addition, a classroom observation shall be made by one team member, other than the regular classroom teacher.

CAC 3421(a)(6) requires "an appraisal by a language, speech and hearing specialist of the receptive and expressive language functioning of the autistic individual and of any other educationally handicapped (EH) individual exhibiting language disorders." The assessment of pragmatics for the EH candidates should receive particular attention in the appraisal by the speech-language specialist.

The Specific Learning Disabilities Assessment Record on the following page provides a structure for planning assessment of all areas specifically designated in federal and state regulations. Such planning makes it easier to coordinate the work of the assessment team. The *Specific Learning Disabilities Assessment Record* also can be used as a handy reference by the special education teacher/specialist at the annual review and it can be shared with parents.

The completed *Specific Learning Disabilities Assessment Record* contains the added language mandated by federal and state laws, for the same fictitious child described on the *Assessment Record* on page 27a. In this particular case, the areas of function to be evaluated suggest that the extent of special education services which may be required may involve more than one special education program.

Project HAPI

SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD
FORM B

Name ______________________ Grade __________

Birthdate ______________________ Date __________

* * * * * * * *

DATE	ASSESSMENT	EXAMINER
	ORAL EXPRESSION	
	LISTENING COMPREHENSION	
	WRITTEN EXPRESSION	
	DEVELOPMENTAL HISTORY (CAC 53421(a)(1)(2))	

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DATE	ASSESSMENT	EXAMINER
	BASIC READING SKILLS	
	READING COMPREHENSION	
	MATHEMATICS CALCULATIONS/REASONING	
	CLASSROOM OBSERVATION	
	INTELLECTUAL FUNCTIONING	

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SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD
FORM B

FICTITIOUS

Name John Pauls Grade 5

Birthdate 1-18-68 Date 8-18-77

* * *

DATE	ASSESSMENT	EXAMINER
ORAL EXPRESSION		
8-1-77	Language Sample	L. Kidd
8-1-77	Utah	L. Kidd
8-8-77	ITPA Grammatic Closure	M. Storm
LISTENING COMPREHENSION		
8-18-77	Oral Commissions	L. Kidd
8-18-77	Spache	L. Kidd
WRITTEN EXPRESSION		
8-15-77	System FORE	L. Kidd
DEVELOPMENTAL HISTORY (CAC 53421(a)(1)(2))		
7-31-77	Case History	L. Kidd

DATE	ASSESSMENT	EXAMINER
BASIC READING SKILLS		
7-18-77	WRAT	D. Camp
8-18-77	PIAT	M. Storm
READING COMPREHENSION		
8-18-77	PIAT	M. Storm
MATHEMATICS CALCULATIONS/REASONING		
7-18-77	WRAT	C. Camp
8-18-77	Key Math	M. Storm
CLASSROOM OBSERVATION		
8-2-77	Classroom Observation Checklist	M. Storm
INTELLECTUAL FUNCTIONING		
8-17-77	Stanford Binet	M. Storm

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STEP 3. SELECTION OF ASSESSMENT TOOLS

While selection of appropriate assessment tools is a critical component in the assessment-intervention process, so, too, is the appropriate use of those tools. The search for a single tool or even a specific battery of tools which would meet all assessment needs and be universally valid is a search in vain. Assessment necessitates custom tailoring.

All assessment tools and procedures must be administered in the primary language of the limited-English-speaking and non-English-speaking individual and meet the specifications for nondiscriminatory testing. Further, assessment shall be administered by credentialed or licensed personnel who are competent in both oral and written skills of the child's primary language or mode of communication and have knowledge and understanding of the child's cultural and historical background.

Assessment results must be available at the IEP committee meeting to assist committee members in making educational placements and decisions about intervention. Goals and objectives must be based directly on assessment data. Selection of strategies and materials for intervention must be based upon the specific skills and specific needs identified in the assessment.

Experience suggests that it is important to have information from both criterion- and norm-referenced tests in developing the IEP. Criterion-referenced tests characteristically provide more information defining present levels of function and stage of development. Norm-referenced tests have conventionally been administered to measure abilities, and evaluates the individual in comparison to a group of persons. However, the information yielded by norm-referenced tests has limited value for planning instructional interventions, whereas, criterion-referenced tests are content specific and translate directly to specific levels for instructional planning. Assessment must establish where the individual is now and what the next step in intervention needs to be and under what conditions the child learns best.

STEP 4. DEVELOPING THE ASSESSMENT PLAN

The assessment plan shall be developed by the assessment team (SAT,EAS or E&P). The team may use "recent and reliable data from assessment which has been conducted by appropriately licensed professionals, in lieu of scheduling additional assessments." Therefore, a search and collection of existing records should have been accomplished and recorded on the Assessment Record as noted on page 27.

Using the Assessment Record(s) the assessment plan can be formulated by the team. Such a plan must be written in language understandable by the general public and must include:

1. A description in ordinatory language of procedures, tests, records or reports proposed for use in assessment.

2. Specific tests and techniques to be used:

    A. Name and describe the specific tests or techniques to be used (must meet state requirements for nonbiased assessment).

    B. Describe how the assessment results will be used.

    C. When an interpreter is used the plan shall document and note the degree the validity of assessment may be attenuated.

3. Name the person responsible for administering the tests or techniques.

4. State the date when all assessment is to be completed.

5. Specify place, date and time of the IEP planning meeting when results will be analyzed and summarized.

6. Assure that assessment procedures specifically include adequate identification by qualified persons of visual perceptual and other perceptual problems, for the child whose learning problems could be due to the many manifestations of a perceptual problem.

7. Parental notification and explanation of due process and procedural safeguards, confidentiality, access to records and fair hearing rights (defined as informed consent).

8. Request for written parental informed consent to assessment plan providing space for date and signature.

9. Plan must be provided in the parent's native language or parent's mode of communication and translated, in any means necessary to communicate with the parent.

Assessment matrix A, pages 87-91 provides an alphabetical list of many tests and indicates areas of behavior these instruments test. Following on pages 93 to 114, matrix B, these same assessment tools are listed with information describing the fucntion, format, administration, appropriate age or developmental levels, whether the tool is norm- or criterion-referenced and the source.

These two matrices give much of the information needed for items one and two in adequately developing the assessment plan.

A "Notification of Referral--Parent Consent to Assessment Plan--Consideration for Special Education Services" forms (blank and completed) follow on the next four pages.

Project HAPI

Page 1 of 2

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student ________________________________ Date sent ____________________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (____EAS, ____SAT, ____E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ____

37 The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ____________________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

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A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

> *I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.*

______________________________ ____________________
Parent/guardian signature *Date*

If you have any questions, please call: ______________________________ ________________
Assessment team coordinator signature *Phone*

37a

Please sign and return to:

____

____

____

Date returned: ________________________

☐ Copy provided to parents in primary language

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NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

FICTITIOUS

Student *John Pauls* **Date sent** *7-24-77*

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (____ EAS, ____ SAT, *X* E&P) due to concerns about his/her current performance as described:

Virtually a nonreader. Exhibits much difficulty in following directions. All academic areas present problems for John. He is often extremely shy. He finds talking with his peers difficult. He shows frustration and is very aware of his lack of achievement. Mother requested as assessment to determine his educational needs.

Possible program alternative(s): *(1) Regular class with instructional aide; (2) Resource room; (3) Self-contained class.*

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed *8-28-77*

Person Responsible	Assessment Tool	Description of Tool	Reason for Using
Lee Kidd:	*Visual Auditory Digit Span*	*Tests short-term memory*	*Determine learning style*
(Language/Speech Specialist)	*SWRL Articulation Test*	*Tests speech in production of sounds, words, and stences*	*Identifies stages of speech development*
	Goldman Fristoe Woodcock	*Test of Auditory Discrimination*	*Determines how clearly speech sounds are heard*
	Utah Test of Language Development	*Inventory of all areas of speech and language*	*Identifies weaknesses and strengths*
	Piaget Right/Left	*Provides measure of laterality and directionality*	*To determine extent of laterality and directionality established*
	Time Concepts	*Oral inventory explores understanding of time concepts*	*Observation indicates time concepts not established*
Mona Storm:	*Illinois Test of Psycholinguistic Abilities*	*Ten subtests measure cognitive function*	*Determines strengths and needs*
(Psychologist)	*KEY Math/PIAT*	*Diagnostic Test of math and reading function*	*Establishes level of function*
	Vineland Maturity Scale	*Inventory measures social/emotional development*	*Parent provides information to determine level of development*
	Visual-Motor Integration	*Paper/pencil tasks*	*Determines spatial judgment*

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> *I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.*

Jim Pauls
Parent/guardian signature

7-26-77
Date

If you have any questions, please call: Mrs. L. Kidd
Assessment team coordinator signature

396-4280
Phone

37c

Please sign and return to:

Mrs. Lee Kidd
Webster School
Champagne CA 92018

Date returned: 7-27-77

☒ Copy provided to parents in primary language

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STEP 5. PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN

The form(s) devised for parental notification of referral and assessment plan is the responsibility of the school district. Some districts prefer to use two notices--the first one notifying the parent that a referral has been made to plan assessment and the second one notifying the parent of the assessment plan. Other districts prefer to use one form to accomplish both purposes.

The federal and state laws require that such written notices shall be delivered to the parents.

The assessment process cannot proceed until written parental consent has been obtained. "If a parent requests additional time to consider the assessment plan, at least ten school days shall be given to the parent to arrive at a decision." [CAC 5, 3304(d)]

Upon receipt of written parental consent to assess, the assessment team shall have completed within 35 school days:

1. The assessment.
2. Analyze assessment results.
3. Establish eligibility and needed services.
4. Schedule IEP meeting.
5. Write IEP.
6. Determine placement.

STEP 6. CONDUCTING THE ASSESSMENT

Recording and Analyzing Data Using the Assessment Analysis

The Assessment Analysis is a form on which to record and analyze test data. The format aids in the organization of assessment information and shows: 1) where strengths lie; 2) where needs exist; and 3) what the individual's current levels of function are.

Based on the information recorded on the Assessment Analysis form, page 45, the committee can identify sources and strategies of instructional intervention for the later developing of instructional activities. The Assessment Analysis makes it easier to determine goals and objectives when planning and writing an IEP. This analysis also provides the committees with readily available results of the assessment; it can be attached to the IEP, thus, eliminating duplication of the information on the IEP form; and has considerable value for the receiving teacher(s) and specialist(s) after placement has been determined.

The Assessment Analysis provides useful information for the assessment team which must prepare the mandated written Psychoeducational Study that reports the results of the evaluation for the educationally handicapped and severe disorders of language, including aphasia. [F.R. Part III, 12-29-77; 121a. 543 Procedures for Evaluating Specific Learning Disabilities and CAC 5 3421(b)] set forth the following criteria for this written report:

A. A statement of:

1. Whether the child has a specific learning disability.

2. Description of the handicap.

3. Basis for making the determination.

4. Relevant behavior noted during observation of the child.

5. Relationship of that behavior to child's academic functioning.

6. The educationally relevant medical findings, if any.

7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

9a. For eligibility for an educationally handicapped placement, "A statement shall be included from a credentialed school psychologist that in his/her professional judgment the individual's basic learning skills fall below the normal range of functioning and are not parimarily attributable to mental retardation, or limited-English-speaking or non-English-speaking status. This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism." [CAC 5 3420(c)(d)]

9b. Each team member must certify that the report reflects his/her conclusion. (If it does not, dissenting member must submit a separate statement presenting his/her conclusion.)

9c. A summary of the developmental history, the school history and educational progress of the individual, including a description of steps previously taken to assist the individual in the areas of his learning or behavior difficulty and the results of such assistance must be accomplished [CAC 5 3421 (a)(1)(2)]. This report for John Pauls prepared by the language, speech and hearing specialist in this situation can be found on pages 49-51.

10. Eligibility for an educationally handicapped individual for admission to a special education program, the development of the IEP, the maintenance of records of action taken and the annual review is the responsibility of the E&P (eligibility and planning) team (CAC 5 3442). (A matrix in appendix B lists this E&P membership.) The criteria for an educationally handicapped placement is found on pages 53-55.

A completed sample Assessment Analysis (pages 45a-45d) demonstrates the usefulness of this form. The Psychoeducational Study form appears on pages 47-47a. A completed study based on the sample Assessment Analysis is presented on pages 47b-48b. These completed forms follow the fictitious child, John Pauls, for whom an Assessment Record was prepared in the preceding pages.

An appraisal by a language, speech and hearing specialist of the receptive and expressive language functioning of the autistic individual and of any other educationally handicapped individual exhibiting language disorders is required by California legislation CAC 5 3421a (7)(a).

Project HAPI

ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ____________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 526 – I/HAPI
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A
ASSESSMENT ANALYSIS

Page 1 of 4

FICTITIOUS

Name John Pauls **B/D** 1-18-68 **CA** 9.7 **Grade** 5 **Date** 8-18-77 **Examiner** (s) L. Kidd, D. Camp, M. Storm, C. Bridge

45a

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
WRAT: Reading Math Spelling 7-18-77 Classroom Screening	2.4 1.0 1.8	Sound blending skills emerging. Practical math judgments. Attempted to spell phonetically.	Virtually nonreader. Math: Operations and applications.	Encourage reading aloud/subvocalizing/ vocalizing to reinforce recall.
PPVT 8-1-77	CA 9-7 MA 9-6	Reception of single words adequate.	Note discrepancy between word comprehension and connected speech comprehension.	Reduce sentence length to John. Provide extended time for delayed response.
UTAH 8-1-77	LA 6 - 11 CA 9 - 7	Compensatory shift to multisensory input to aid recall.	Retrieval skills. Vocalized as he wrote.	Training tapes with accompanying pictures, stories, rhymes, etc.
ITPA 8-8-77 Subtests M.A. Man. Ex. 7-6 Grammatic Closure 6-2 Vis. Closure 5-0 Aud. Mem. 6-6 Vis. Mem. 6-2 Aud. Closure 5-9 Sound Blend 10-0+	Mean 23 CA 9 - 2 PLA 6 - 7 M.A. Aud. Rec. 6-8 Vis. Rec. 7-1 Aud. Assoc. 8-10 Vis. Assoc. 6-0 Verb. Ex. 6-0	Aural/oral sound blending.	All areas except sound blending depressed.	Goal Kit Hazel Bright's materials MEST materials IDEA Kit
Artic Test 8-1-77	All positions W/R and blends.	Identifies error sound.	Consistent substitution. No correction on stim.	SWRL "R" Articulation - adapts.

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ASSESSMENT ANALYSIS

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FICTITIOUS

Name John Pauls **B/D** 1-18-68 **CA** 9.7 **Grade** 5 **Date** 8-18-77 **Examiner(s)** L. Kidd, D. Camp, M. Storm, C. Bridge

45b

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
GFW Diagnostic Auditory Discrimination Test.	MA 9 - 5	Within normal limits.		
GFW Auditory, Selective Attention.	MA 9 - 4	Within normal limits.		
Audiogram 8-1-77	Within normal limits.	Adequate hearing.		
VADS 8-18-77	R.S. 17 = Poor; deficient.		Retrieval skills, visual and auditory severely depressed. Recall skills show random approach.	
Oral Commissions 8-18-77	R.S. 16 = MA 7-3	By verbalizing commissions, was able to hold in mind sequence and response.	Retrieval skills short-term, depressed.	Phono-visual approach to reading, writing and spelling.
Piaget Right/Left 8-1-77	75th percentile #A, B, E below age level.	Laterality on self appears adequate.	Spatial judgment and laterality outside of body inadeuqate. Notably deficient with 2-dimensional task as opposed to 3-dimensional task. Reversals. Difficulty with copying.	Hazel Bright's materials Basic Concepts to be used with aide Dot-to-Dot completion tasks Fernald Writing Techniques Chalkboard tracing skills
VMI - (Berry) 8-19-77	R.S. 9 = MA below age 7	Handedness (Right) established.		

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ASSESSMENT ANALYSIS

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Name John Pauls **B/D** 1-18-68 **CA** 9.7 **Grade** 5 **Date** 8-18-77 **Examiner**(s) L. Kidd, D. Camp M. Storm, C. Bridge

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
Time Concepts	*Developmentaly lagging.*	*"Present" concept established.*	*Lacks temporal concepts of past and future: days of week, months, seasons, time of day, clock time, before/ after.*	*Manipulative calendar* *Recording today - tomorrow - yesterday with sentence strips.* *Judy Clock Face* *Traditional calendar for personal use and possession.*
PIAT	*Reading Recognition: 2.0* *Reading Composition: 2.4*	*Attempts to "sound out" words (see ITPA sound blending 10+)*	*Reading level compatible with current retrieval skills.*	*Use Phono-Visual approach--capitalize on on reading aloud and subvocalizing.*
KEY MATH	*R.S. 82 = 2.6*	*Successful with measurement tasks indicating comprehension of tangible measuring tools.*	*Calculations and reasoning skills compatible with reading levels and retrieval skills.*	*Use Stern Math with manipulative materials and workbooks.*
Spache Listening Comprehension	*Grade 2.3*		*Oral comprehension compatible with academic skills and retrieval skills. Easily discouraged.*	*Selma Herr: Perceptual Communication Skills.*
System FORE (Written Language)	*Level 8 - 9 (Written expression) = MA 6 to 7 years.*	*Attempts to spell words by sounding out.*	*Unable to express ideas in writing. Writing limited to 1-3 word sentences.*	*Record daily news: Begin diary recording events of day. Encourage rebus fill-ins to build motivation.*

45c

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ASSESSMENT ANALYSIS

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FICTITIOUS

Name John Pauls **B/D** 1-18-68 **CA** 9.7 **Grade** 5 **Date** 8-18-77 **Examiner(s)** L. Kidd, D. Camp M. Storm, C. Bridge

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
School Nurse's Health Report	Weight and height normal.	Vision and auditory screening normal.	"Asthma-like" episodes have caused many absences.	Observation indicates need for full physical examination and neurological evaluation.
Student Interview (Screening)	(Subjective) Classroom Activity	Expressed desire for success. Indicated he likes school.	Expressed concerns about speech not being understood; family economy; no friendships established at new school; needing medicine for "asthma".	Speech therapy given priority. Concur with nurse's recommendations. Encourage social contacts with classmates.
Case History 7-31-77	Parent informant. Concurs with need for complete assessment.	Motivation high for speech therapy by parent and child; expressed desire to solve John's academic problems.	Concern about "asthma," aware of John's extreme shyness.	Involved with assessment. Submitted parental consent for assessment.
Classroom Observation 8-2-77	John is extremely shy a lot during the class	about speaking up in a session. Also noted	group. He appears very excessive yawning.	conscious of his academic deficits. Coughed
Vineland Social Maturity Scale 8-3-77	Social Quotient 8.3	Self-help, self-direction, occupational and socialization skills within normal limits.	Communication; locomotion (problems of directionality). Deficit in temporal concepts.	Speech/language therapy; specialized instruction to establish temporal concepts.

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Page 1 of 2

THE PSYCHOEDUCATIONAL STUDY
Results of Evaluation

Name ______________________________ **Sex** ________ **Birthdate** ______________ **Grade** ________

[CAC 5 3421(b) and 45CFR 121a.543] Written report must include a statement of:

1. Whether child has a specific learning disability.

2. Description of handicap.

3. Basis for making the determination.

4. Relevant behavior noted during observation of child.

5. Relationship of that behavior to the child's academic functioning.

6. The educationally relevant medical findings, if any.

7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

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9. Psychologist's statement.

In my professional judgment ______________________ basic learning skills fall below the normal range of functioning and are not primarily attributable to mental retardation, or limited-English-speaking status. (This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism.) (Section 3420 (c) (d))

Credentialed school psychologist's signature — Date

I certify that the attached report reflects my conclusions regarding ______________________

______________________ based on results of evaluation.

(Directions: Document the designated coordinating team member on signature line.)

	Date
Special education administrator/designee's signature	
Experienced special education teacher's signature	
Regular education teacher's signature	
*School psychologist's signature	
*Language, speech and hearing specialist's signature	
School nurse's signature	
Other signature	
Other signature	
Other signature	

*Has examined student.

Any dissenting member must submit a separate statement presenting his/her conclusions. Attach such statement(s) to this study.

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Supt. of Schools, Dept. of Educ.
San Diego County 7-79

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THE PSYCHOEDUCATIONAL STUDY
Results of Evaluation

Name *John Paula* Sex *Male* Birthdate *1-18-68* Grade *5*

[CAC 5 3421(b) and 45CFR 121a.543] Written report must include a statement of:

1. Whether child has a specific learning disability.

   Assessment indicates severe disorders of reading, math, spelling, writing and communication.

2. Description of handicap.

   Virtually nonreader, but developing beginning phonic word attack skills. Basic language concepts lag. All academic areas depressed. Language and speech disorders present.

3. Basis for making the determination.

   Determination is based on results of multidisciplinary team assessment. Extensive testing was indicated due to: (1) lack of previous school records, and (2) extent of observed communication and academic disabilities.

4. Relevant behavior noted during observation of child.

   John voiced feelings of failure, concern for medical needs and economic pressures at home, and extreme frustration regarding lack of intelligibility of speech.

5. Relationship of that behavior to the child's academic functioning.

   John demonstrates low self-esteem, preoccupation with feelings of failure.

6. The educationally relevant medical findings, if any.

   Observation has resulted in a recommendation for medical/nutritional/physical evaluation.

7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

   School history shows academic achievement in a regular class placement incompatible with learning potential.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

   No such circumstances noted by the E&P team.

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9. **Psychologist's statement.**

In my professional judgment John Pauls *basic learning skills fall below the normal range of functioning and are not primarily attributable to mental retardation, or limited-English-speaking status. (This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism.) (Section 3420 (c) (d))*

Mona Storm — 8-28-77

Credentialed school psychologist's signature — Date

I certify that the attached report reflects my conclusions regarding John Pauls
based on results of evaluation.

(Directions: Document the designated coordinating team member on signature line.)

	Date
J. Tiller Special education administrator/designee's signature	8/28/77
A. Bee Experienced special education teacher's signature	8-28-77
D. Camp Regular education teacher's signature	8-28-77
Mona Storm *School psychologist's signature	8/28/77
L. Kidd *Language, speech and hearing specialist's signature	8/28/77
C. Bridge School nurse's signature	8-28-77
Other signature	
Other signature	
Other signature	

*Has examined student.

Any dissenting member must submit a separate statement presenting his/her conclusions. Attach such statement(s) to this study.

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LANGUAGE, SPEECH, HEARING: CASE HISTORY

Today's Date July 31, 1977

INFORMATION: FICTITIOUS

Patient John Pauls B/D 1-18-68 Age 9.5 Sex Male

Address 88 A Street

City Champagne Zip 928129 Phone 829-4310

Father	Mother
Name Jim Pauls	Name Mary Pauls
Address Same	Address Same
Age 40 Occupation Mechanic	Age 38 Occupation Housewife
Education Did not complete high school	Education Completed high school

Family Physician: None (name) (address) (phone)

Name of School Child Attends Webster Grade 5

Name of Person Filling out Questionnaire: Mother (Relation to Patient)

Other Children in Family:

Name	Age	Grade
Jacqueline	7-27-63	
J.R.	12-29-68	
James	4-4-70	

BIRTH AND PRENATAL HISTORY:

During this pregnancy, did mother experience any unusual illness, condition or accident, such as, German measles, false labor, RH incompatibility, etc.? If so, describe: Normal pregnancy and birth.

Length of Pregnancy 9 months Duration of Labor 4 hours Birth Weight 7 lb. 11 oz

Conditions at Birth: Cesarean ____ Breech Birth ____ Anesthetics Spinal Forceps No

Was Infant Blue No Jaundiced No Other unusual conditions None

Conditions immediately following birth: Did infant have: Feeding problem seizures No Swallowing or sucking difficulties No

Scars or bruises *No* Was birth weight quickly regained *No*

DEVELOPMENT:

When did the child first hold up his head alone? ----
When did the infant first crawl? ----
When did the infant sit alone without support? ----
When did the infant pull himself to a standing position? ----
When did the infant walk unaided? ----
When did the infant gain bowel control? Day: *3 years* Night: *3 years*
When did the infant gain bladder control? Day: *3 years* Night: *3 years*
Weight of infant at six months? *14 lbs.* Height at 6 months ----
Weight of infant at one year? *20 lbs.* Height at 1 year ----
Weight of child at present? *110 lbs.* Height at present *4 ft. 10 inches*
Does child prefer right or left hand? *Right*
Does child fall or lose balance easily? *Can't exercise vigorously*
Does the child seem awkward, uncoordinated? *Yes*
Does child have difficulty chewing or swallowing? *No*
Comments:

MEDICAL:

Check disease patient has had, giving age, degree of severity, and after effects. (Please add others the patient has had, but which are not listed here.)

Disease	Age	Mild, average or severe	Disease	Age	Mild, average or severe
measles	*5*	*Average*	croup	*6 months - present*	
diptheria	--		pleurisy	--	
chicken pox	*7*	*Average*	tonsillitis	*Occasionally*	
typhoid	--		tuberculosis	--	
mumps	--		bronchitis	*Bronchial congestion*	*3 years*
dysentery	--		otitis (ear ache)	*5*	*Severe*
whooping cough	--		goiter	--	
influenza	*Occasionally*		rickets	--	
scarlet fever	--		paralysis	--	
enlarged glands	--		nervous trouble	*Shy, withdrawn*	
rheumatism	--		chorea (St. Vitis)	--	
heart disease	--		kidney disease	--	
convulsions	--		skin disease	--	
asthma	*Yes, since age 3*		hay fever	*yes*	*Severe*
eczma	--		high fevers	--	
frequent colds	*Frequent*		allergies	*Undetermined*	

Others:
Has the patient had any serious accidents or operations? *No* Please describe:

Describe after effects of illnesses, accidents, operations: ____________________

Is the patient in good health at this time? *No* State any physical handicaps: *Asthma problems during any physical activity--reducing physical education time and general fitness.*

Does the patient have a visual problem? *No* Describe: ____________________

Health of other family members: *Generally good*

Comments:

SOCIAL:

Does the child show fear: Often *X* Sometimes ______ Rarely ______

What things does he/she fear: *Talking--having to perform*

Is the child "nervous?" *Yes* How does he/she show it? *Withdraws Does not want to try anything.*

Has he/she been harder to manage than other children? *No*

Is the child a follower or leader of his/her age group? *Follower*

Describe any eating problems: *Eats everything. Is having a weight problem--especially with reduced physical activity.*

Describe any problems of bowel or bladder control: *Enuresis at times--especially when asthma is severe.*

SPEECH:

During the first year did he/she make much sound other than crying? *Coos - babbling*

Other than crying, would you say he/she was: a silent baby ___ a very quiet baby ___ an average noisy baby *X* or a very noisy baby ___

At what age did he/she first say words? *1½ years* What were they? *Mama, Dada*

Did he/she: Get one or two words and then go on a long time before getting other words? *Yes*, or keep on adding words once he/she started to talk? *3½ -- more words and sentences.*

At what age did he/she begin to name people and objects? *2 years*

At what age did he/she combine words into small sentences like, "Want drink" or "Me out?" *2½ years*

At what age did he/she make complete short sentences? *3 years*

Did speech learning ever seem to stop for a period? *No*

Describe:

Does the child seem to be aware of a speech difference? *Yes*

Describe: *He has been terribly self-conscious about his speech. Doesn't like to talk*

What efforts have been made to help the child talk better? *Has not had previous help at school.*

Has there been a change in the child's speech in the last six months? *Yes*

Describe the change: *He is more nervous than ever, especially since he is having trouble with academics.*

Has the child ever talked better than he does now? *No*

Comments:

SCHOOL:

At what age did the child start school? *5 years* Were grades repeated? *No*

Why?

With what subject has the child had particular difficulty? *Math, reading, spelling and writing.*

How does he get along with others at school? *Shy, withdrawn.*

What are his or her usual grades? (Excellent, above average, average, below average or failing.) *Below average to failing*

OTHER INFORMATION:

When, why and by whom was the speech problem first noticed? *Became concerned when he entered school.*

Is the child teased about his speech problem by others? *He is so sensitive, he would consider a glance as negative.*

What is the child's reaction to his speech problem? *Withdrawal*

Comments:

1. Has the child had a speech examination prior to this time? *No*
   Where?
2. Does the child receive speech therapy at this time? *No*
   Where and with whom?
3. Has the child ever had speech therapy? *No*
   Where and with whom?
4. Has the child had a hearing test prior to this time? *No*
   If so, where?
5. Has the child had a neurological examination prior to this time? *No*
   Where?
6. Has the child had a psychological examination prior to this time? *No*
   Where?
7. Has the child had a recent medical examination? *No*
   Where?

If there is additional information which you feel will help us to understand your child better, please describe:

Prior to entering Webster School, he attended a two-room, K-12, school. He received very little extra help and became very aware of his low ability level. His school or county had no facilities or personnel for psychological testing or speech and language and no special help for learning disabilities. In second grade, he was placed in a Catholic school. Mother reported it did not help. He became more withdrawn, little academic progress and increased anxiety about his "baby talk" (articulation).

See attached Summary of Developmental and School History

Source: Jean Chapman

SUMMARY OF DEVELOPMENTAL AND SCHOOL HISTORY

During routine speech and language screening, the classroom teacher alerted the speech-language-hearing specialist of observed behaviors indicating a possible learning handicap of John Pauls.

The initial parental contact was via telephone. Whereupon, Mrs. Pauls was invited to school to learn of the procedural safeguards and parental rights as well as discussing the assessment plan. At this time a case history was also taken.

John Pauls was born 1/18/68, in Minot, North Dakota. He is number two of four children. His sister is four and one-half years his senior and his brothers are 11 months and two years younger. His birth history and early development were unremarkable. Developmental milestones were within normal limits.

At the age of three, mother became aware that during times of physical activity breathing was difficult. This condition has become chronic and more severe to date. There has been no medical intervention.

Speech and language skills began in the normal time frame. However, development was delayed and erratic. Mother became concerned with his speech and language development when he entered school at age five. She was more concerned about his communication skills than his academic problems. She did not view these problems as related.

Due to financial problems, the family moved several times each year. Mrs. Pauls reported that with each move John became more aware of his inability to perform academically and verbally. Extreme shyness became his defense.

He came to Webster School during the last month of grade four in a year-round-school. His mother was very pleased with the classroom environment. This was John's first class with a male teacher. Mother expressed the desire to cooperate as much as she could with the assessment and was informed as it progressed.

Attempts to obtain previous school records have yielded nothing.

Determination of Eligibility for Educationally Handicapped Programs and Services

The following information describing eligibility criteria for an individual being considered for educationally handicapped programs and services is taken directly from May 23, 1979 state regulations CAC 5 3420:

"3420. Determination of Eligibility. An educationally handicapped individual, as described in Education Code Sections 56600, and 56601 is eligible for a program when the individual's handicap(s) has been determined by the eligibility and planning team to include one or more of the following:

(a) In addition to the specifications in Title 45, Code of Federal Regulations, Sections 121a.5(a), 121a.541 and 121a.5(b)(9), the following is added: Learning Disability (to which all of the following apply):

(1) The individual has specific learning disabilities in the psychological or physiological processes which produce educationally significant disorders in one or more of the processes of thinking, conceptualization, memory, language, attention, perception, motor coordination, retention, and transfer of knowledge, and

(2) The individual does not achieve commensurate with his or her age and ability levels when provided with learning experiences appropriate to the individual's age and ability levels, and a severe discrepancy exists between the individual's intellectual ability and present level of academic functioning. The term does not include individuals who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, or economic disadvantage, or primarily the result of second language acquisition, or dialect/socio-linguistic variants, or of severe language handicaps, including aphasia.

(b) Behavior Disorder (to which all of the following apply):

(1) The specific behavior disorder(s) is of such a nature that it adversely affects the individual's educational performance. Such behavior disorders include, but are not limited to, excessive fears, explosive reactions, anxieties, withdrawal reactions, perseveration, and compulsive reactions.

(2) The specific behavior disorders are of such prolonged severity that they interfere with the learning of the basic skills expected of individuals of similar age, and a severe discrepancy exists between the individual's ability and present level of functioning.

(c) In addition to the specifications in Title 45, Code of Federal Regulations, Section 121a.5(b)(8)(i), the following is added: A Serious Emotional Disturbance (to which all of the following apply):

(1) The serious emotional disturbance is of such a nature that it adversely affects the individual's educational performance and is exhibited by one or more of the following characteristics over a long period of time:

(A) Severe disturbance in learning that cannot be explained by intellectual, sensory or health factors.

(B) Severe disturbance in relationships with peers and adults.

(C) Severe disturbance in behavior or affect under normal circumstances.

(D) A pervasive and prolonged state of depression or anxiety.

(E) A constant or prolonged display of psychosomatic symptoms.

(F) Severe Disturbance in thought processes.

(d) Autism to which all of the following apply:

(1) The behavioral manifestations are so severe that an individual requires intensive special education and/or related services and the individual exhibits some combination of the following characteristics:

(A) Unable to use oral language for appropriate communication.

(B) A history of not relating to people appropriately during infancy and/or early childhood and continued impairment in social relationships.

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(C) An obsession to maintain sameness.

(D) Preoccupation with objects and/or inappropriate use of objects.

(E) Displays peculiar motoric mannerism and motility patterns.

(2) The behavioral manifestations are of such severity that they adversely affect the individual's educational performance."

ASSESSMENT CONSIDERATIONS

1. Was assessment a planned team function?
2. Was more than one instrument used in assessment?
3. Was assessment adequate to identify problem(s)?
4. Was developmental and school history a part of assessment?
5. Was all pertinent data recorded and dated?
6. Were examiners competent in both oral and written skills of individual's primary language or mode of communication when those skills were necessary for conducting the assessment?
7. What areas (if any) need assessing, reassessing, or further assessing?
8. Were appropriate tools used to identify problems?
9. Were appropriate tools correctly scored, recorded and interpreted?
10. Has testing established student's:
    - a. Learning rate
    - b. Learning styles
    - c. Learning approaches
    - d. Present levels of function
11. Base goals and objectives on the results of tests. Consider:
    - a. Student's rate of learning
    - b. Appropriate learning modality
    - c. Appropriate approach
    - d. Where student is now
    - e. Specific annual goals
    - f. What student needs to do
    - g. By what time
    - h. Under what conditions
    - i. As measured by who/what

      Short-term instructional objectives
    - j. Materials, equipment, strategies in terms of objectives
    - k. Least restrictive environment
12. Has assessment established specific special education and related services needed?

Jean Chapman
Project Coordinator

STEP 7. DETERMINING GOALS AND OBJECTIVES

The IEP committee must determine goals and objectives for an individual. In those instances in which numerous areas of need are indicated, the most critical one(s) for development and growth must be identified and listed. From this list appropriate, annual goals can be devised and written on the IEP form.

A goal is a statement of general aims toward which the individual strives. It is broad in describing a particular skill. Goals provide a general tenor or frame of reference. They are not specific in terms of task or activity, are not time referenced, and do not identify proficiency levels.

Examples of goals are:

1. "Improve Auditory Discrimination"
2. "Develop Attending Skills"
3. "Improve Written Expression"

An objective, in contrast to a goal, is specific, telling the reader exactly what the individual is to do to accomplish the goal. An objectives describes:

1. The specific observable behavior (the task that is to be done).
2. Under what conditions the task shall be accomplished.
3. Within what time the task shall be achieved.
4. With what degree of accuracy and/or at what level of proficiency the task shall be accomplished.

An example of a short-term instructional objective for the goal (improve auditory discrimination) could be:

> "By June 1, 1979, student will show gain of at least 6 months on all auditory subtests of the Detroit Test of Learning Aptitude."

The IEP is concerned with the development of short-term instructional objectives which are written to an annual goal.

The goals and objectives are written at the same time, at least annually, by the IEP committee. At least one short-term instructional objective, and frequently more, is written for each goal. The number of objectives will be determined by the breadth of the goal and needs of the individual. The person responsible for establishing an instructional objective and the date it is established are recorded with each objective. If an established goal and/or objective needs to be altered, this revision must be accomplished by the IEP committee according to federal and state laws.

The IEP may well be the single most important provision of PL 94-142, since it is the written IEP which ultimately determines whether or not the education for an individual is indeed "appropriate" and "adequate."

The IEP committee, after having identified the strengths, needs, learning styles and learning rates of the individual, and, after having selected critical areas(s) for intervention, is charged with describing, in writing, the services to be delivered as well as the anticipated goals and objectives for the individual. The IEP must be written in the primary language of the parent(s)/guardian(s) using ordinary, understandable wording.

The "List of Educational Skills and Behaviors" on pages 61-65 are offered as guides in the selection of goals and objectives.

LIST OF EDUCATIONAL SKILLS AND BEHAVIORS

This list, which contains suggestions only and is open-ended, is intended as an aid in writing IEP goals and objectives.

I. Learning Style (the way in which a student learns)

A. Visual: reading, using printed material.
B. Visual: viewing visual aids (e.g., films, pictures, filmstrips, etc.).
C. Auditory: listening to discussions, tapes and records.
D. Motoric: doing--using manipulatives.
E. Multisensory: employing all sensory input.
F. Visual-motor: viewing and doing (e.g., writing, drawing and copying).
G. Delayed responses, requires lengthened time to respond to stimulus.
H. Abstract in approach (goes quickly to symbols and generalizations).
I. Analytic (requires point by point analysis).
J.
K.
L.

II. Learning Approach

A. Practical minded; sees usefulness of certain learnings.
B. Reflective; works best in quiet and independent study.
C. Succeeds with short increment tasks (short attention span).
D. Broad in coding, sorting ideas; uses a few broad categories for classifying and storing information.
E. Precise in coding; uses fine distinctions and many precise categories.
F. Efficient in retrieval skills.
G. Flexible in ideas; adapts easily to suggestions and processes new information.
H. Rigid in ideas; tends to be dogmatic.
I. Analytic in outlook.
J. Global in outlook; quickly formulates broad overview.
K. Works best in group with thoughtful leader.
L. Imaginative: utilizes hypothesizing and "brainstorming" effectively.
M. Perservering: works at long-term assignments.

N. Responsive to intrinsic rewards; learns for fun and curiosity.
O. Delayed responses: requires lengthened time to respond to stimulus.
P. Responds to concrete reinforcers.
Q.
R.
S.

III. Academic

A. Reading
  1. Emphasize decoding skills. Emphasize basic phonetic concepts.
  2. Teach more advanced decoding skills (e.g., syllabication, suffixes and prefixes).
  3. Expand sight vocabulary.
  4. Emphasize comprehension skills.
  5. Work on study techniques (skimming, finding key words, etc.).
  6. Increase reading speed.
  7. Encourage independent reading for enjoyment.
  8. Dictionary skills.
  9.
  10.
  11.

B. Spelling
  1. Structure and teach handwriting:
     manuscript_____ cursive_____.
  2. Teach writing of words with phonetic spelling.
  3. Teach writing of nonphonetic words.
  4. Teach ways of adding suffixes, prefixes.
  5. Teach skills of "chunking."
  6.
  7.
  8.

C. Independent Writing
  1. Teach phrase writing.
  2. Teach sentence structure.
  3. Teach paragraph structure.
  4. Teach structure and organization for factual writing.
  5. Teach creative writing.
  6.
  7.
  8.

D. Mathematics

1. Concentrate on basic math facts.

   ____addition ____subtraction

   ____multiplication ____division

   ____fractions ____decimals ____percentages

2. Work on transition from use of concrete objects as aid to working math problem.
3. Teach method of setting up math problem from a narrative. (Combine with reading skills.)
4. Emphasize practical aspects of math skills (e.g., budgeting, banking).
5.
6.
7.

E. Auditory Skills

1. Improve auditory attention and focusing skills.
2. Improve auditory discrimination and sequencing skills.
3. Improve auditory memory skills.
4. Teach child to structure and to organize what he hears.
5. Improve ability to follow oral directions.
6.
7.
8.

F. Visual Skills

1. Improve visual discrimination and sequencing skills.
2. Improve visual memory skills.
3.
4.
5.

IV. Psychomotor Skills

A. Provide gross-motor skill training.
B. Provide training in body coordination.
C. Improve eye-hand coordination.
D. Improve concepts of laterality and directionality.
E. Improve spatial concepts--body, concrete and abstract.
F.
G.
H.

V. Oral Language: General Communication Skills

A. Provide structured oral language activities.
B. Work on expansion of vocabulary.
C. Reduce errors of syntax and grammar.
D. Provide assistance in structuring and organizing thoughts.

E. Improve slurred enunciations.
F. Build basic concepts.
G. Refer to language/speech/hearing specialist.
H.
I.
J.

VI. Prevocational/Vocational Skills

A. Provide experiences to encourage self-directed activities/occupation.
B. Improve ability to initiate tasks, play, activities, etc.
C. Provide practical experience (e.g., in running errands, setting table, doing routine chores).
D. Provide experiences that lead to remunerative work.
E. Provide experiences in using leisure time profitably.
F. Provide a program to increase efficiency in following system or program of work.
G. Provide experiences to discuss current events, general news, sports, etc. with some continuity.
H. Provide experiences and skills in money transactions.
I. Provide opportunities to promote/engage in civic activities, etc.
J.
K.
L.

VII. Social Adaptation/Emotional Development

A. Improve relationships with peers.
B. Develop techniques to aid in impulse control.
C. Develop independence.
D. Develop self-confidence.
E. Develop awareness and acceptance of own limitations.
F. Improve stability after a crisis.
G. Modify verbal aggressions which lead to negative reactions.
H. Improve ability to distinguish between acceptable and nonacceptable techniques of manipulating people.
I. Develop ability to accept criticisms as necessary to improvement.
J. Develop ability to accept consequences of one's acts.
K. Develop ability to participate in activity with another child (or children).
L. Improve ability to forget grudges and forgive others.
M.
N.
O.

VIII. Self-Help Skills

A. Build concepts of appropriate response to hazardous situations.

B. Build skills for independent self-care (e.g., toileting, dressing, eating, bathing, grooming, etc.).

C. Provide experiences to develop ability to move about environment independently (e.g., room, yard, neighborhood, town, distant places, etc.).

D. Develop ability to use telephone.

E. Build skills in caring for own health.

F. Develop skills to assume personal responsibility, stressing judgment and foresight.

G. Improve ability to handle money expenditures.

H. Improve social skills (e.g., sharing, performing for others, etc.).

I.

J.

K.

STEP 8. SELECTION OF INTERVENTION MATERIALS

A wide variety of current commercial materials containing logical increments of development for implementing the goals and objectives in the IEP are available. A matrix describing such materials is found in part III of this handbook. The special education teacher/specialist must necessarily select and adapt those materials, and devise functional techniques and strategies which will ultimately determine whether or not the education is "appropriate" and "adequate" for each individual student.

To select instructional materials, programs and strategies prudently requires that judgments be based on assessment data related directly to the goals and objectives of the IEP. The Assessment Analysis form provides a guide for choosing these instructional resource possibilities.

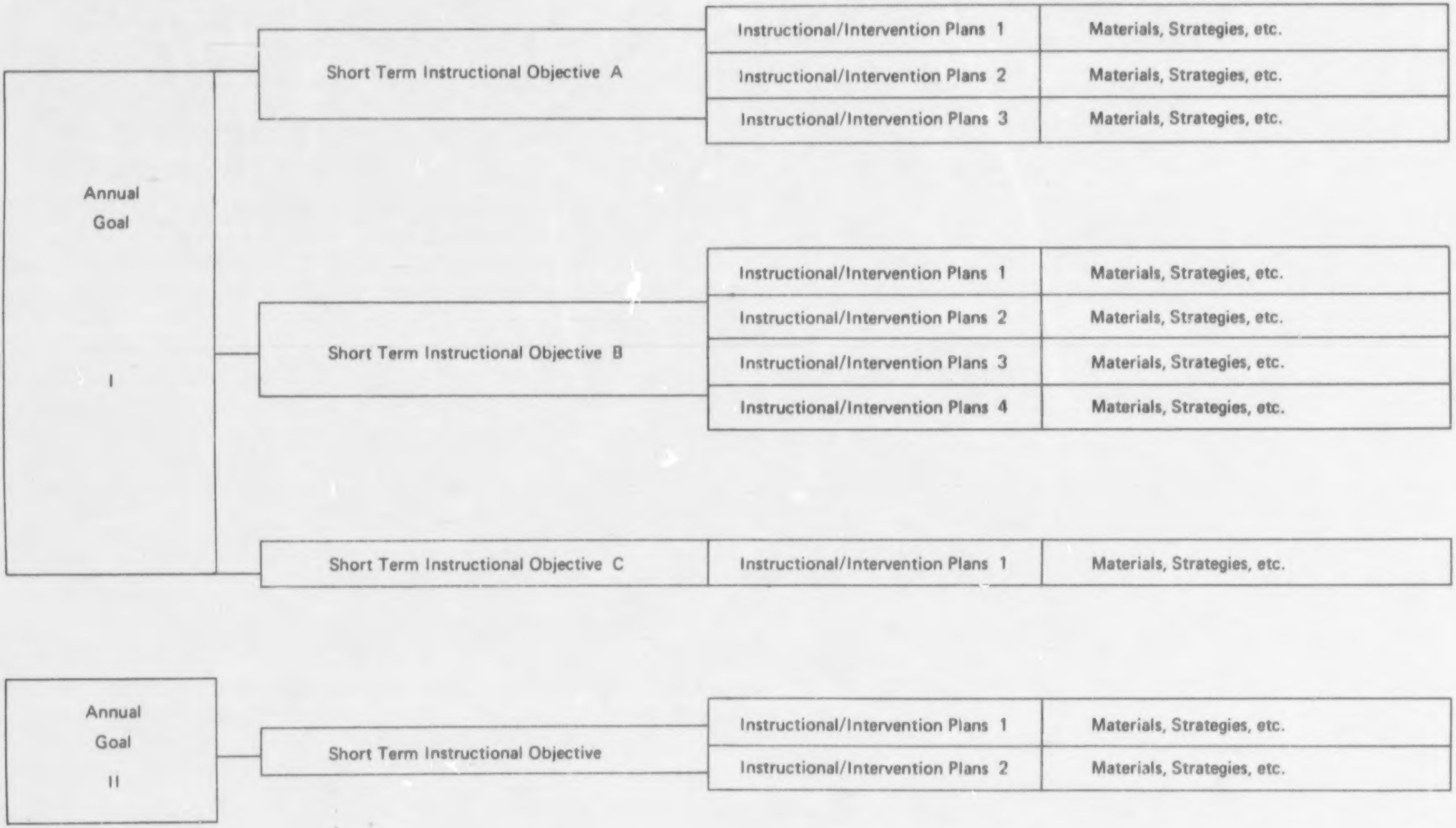
Special education teachers/specialists of the individual are charged with developing and periodically reviewing the activities for each individual. This implies a documentation of intervention strategies and media needed to accomplish the goals and objectives written on the IEP. To aid in such planning the matrix in part III of this handbook lists commercial intervention materials. Following the matrix, a section containing a collection of unpublished instructional techniques and materials is included.

Periodic informal reviews with parents monitoring student progress and achievement should occur and be documented. The diagram on the following page illustrates, in a schematic fashion, the relationship between goals and objectives and the relationship between the IEP and the planned intervention by the person responsible for establishing and implementing the goals and objectives.

A SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES

Individualized Education Program
Planned and written, at least annually,
in E&P committee

Instructional and Intervention Plans
Planned and written at intervals by responsible teacher/
specialist. Committee and approval not required.


Annual Goal I
Short Term Instructional Objective A
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Short Term Instructional Objective B
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Instructional/Intervention Plans 4
Materials, Strategies, etc.
Short Term Instructional Objective C
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Annual Goal II
Short Term Instructional Objective
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.

STEP 9. THE E&P COMMITTEE MEETING

The coordinator of the assessment team will have assigned duties in establishing timelines, planning and documenting assessment, coordinating team responsibilities and scheduling the E&P meeting as determined by the local educational agency. Procedures differ in Master and Non-Master Plans but must comply with federal and state laws.

Federal and state laws have given parents the right to participate in the development of the IEP as decision makers on an equal basis with every other assessment team member. This right means that the IEP is not written prior to the meeting but it does not prevent members from having written suggestions ready. Where assessment has resulted in confusing or inconclusive data, or when previous school records are unavailable, it is appropriate to schedule more than one meeting to develop the IEP, including all required participants. Such a meeting was indicated for the fictitious student, John Pauls. The goals of such a meeting to which the parents are invited to participate, are:

1. To summarize the outcomes of assessment.
2. To define specific learning needs.
3. To consider eligibility criteria based on state regulations.
4. To determine time and place for the team meeting to write the IEP and determine eligibility.
5. To prepare and deliver parental notification of the IEP committee.

When a meeting as described above occurs, a written report of the meeting should be delivered to the parents. Such a report form, one blank and one completed for John Pauls, can be found on the following pages.

The writing of the IEP is the task of a multidisciplinary team, which includes the parent and certain required team members (see appendix B). This meeting is for the express purpose of writing the IEP for a student entering or continuing in special education based on assessment outcomes. Certain decisions must be made:

1. Define present levels of function.
2. Establish eligibility for special education services.
3. Determine and state annual goals based on assessment data.

4. Determine placement options based on placement procedures specific to Master Plan or Non-Master Plan districts.
5. Decide appropriate placement, related services, the extent to which a student will participate in regular education and what support/ancillary services may be needed.
6. Develop short-term instructional objectives for each annual goal.
7. Obtain written parental consent for placement.

In the event a student does not require special education services, a statement of disposition is prepared by the team. This statement sets forth the reason for the team's decision and forwards it to the referral source.

Finally, arrangements are made to place the student as determined by the team. These arrangements could include transportation, preparation of receiving teacher and class members; and, where appropriate, a gradual phase-in plan to assist the student in making the transition to new placement.

The assessment committee whether SAT, EAS or E&P, to assure effective and efficient functioning at the IEP committee need to establish specific procedures for committee functioning. This could include the preparation of an agenda, appointing one team member to act as recorder to actually complete the writing of the IEP at the meeting and determining the team member to chair the meeting to keep on target.

A checklist is offered on the following page to aid the E&P committee to determine if all IEP components have been recorded accurately. This checklist might serve as the basis for preparing an agenda for the E&P meeting.

The completed IEP for the fictitious John Pauls can be found on page 79. In this case, the special education placement was a self-contained, educationally handicapped program with speech and language therapy designated as a related service. The goals and objectives for speech and language therapy appear on A of page 3 on the IEP and are a part of the total IEP. All goals, regardless of the person or source responsible for implementation, appear on one IEP. At no time, does one child have more than one IEP.

Additional model IEP's for educationally handicapped appear in appendix A.

Project HAPI **Page 1 of 2**

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m. p.m. located at ______________
(date) *(time)* *(place)*

for the reasons listed below:

1. Proposed action: ______________________

2. Reasons for proposal: ______________________

3. Options considered: ______________________

4. Reasons for rejection of options: ______________________

5. Assessment procedures used: ______________________

6. Records considered: ______________________

7. Other factors: ______________________

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________ ______________________

Parent/guardian signature *Date*

______________________ ______________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

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Supt. of Schools, Dept. of Educ.
San Diego County 6 79

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ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

FICTITIOUS

Date 8-28-77 Name John Paule

School Webster Grade 5

Dear Mr. and Mrs. Paule:

A request has been received by the Eligibility and Planning Team (E&P) to meet on 9-1-77 (date) at 2:30 ~~a.m.~~ p.m. (time) located at Conference Room - Webster School (place) for the reasons listed below:

1. Proposed action: To meet and determine placement in special education and develop Individualized Education Program.
2. Reasons for proposal: Based on the assessment data and review by the Evaluation Team specific special education is indicated for John.
3. Options considered: Self-contained special day class for the educationally handicapped.
4. Reasons for rejection of options: John's current needs indicate the most appropriate placement is with a special class.
5. Assessment procedures used: Procedures used were those indicated on the assessment plan for which you gave consent.
6. Records considered: Information from parents, child's school work, and assessment and screening results.
7. Other factors: John's expressions for wanting special help.

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Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________ ______________________

Parent/guardian signature *Date*

______________________ ______________________

Parent/guardian signature *Date*

Please sign the above statement and return to:

L. Kidd

Webster School, Champagne CA 97291

Thank you.

L. Kidd

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

_____a. Student name
_____b. Birthdate
_____c. Chronological age
_____d. Personal identifier
_____e. Sex
_____f. Number previous years enrolled in school
_____g. Date of initial enrollment in special education
_____h. Grade
_____i. Date of meeting
_____j. Parents
_____k. Phone
_____l. Address
_____m. Native language of pupil, and
_____n. How determined
_____o. Native language of home
_____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

_____a. Communication/language
_____b. Academics
_____c. Social adaptation/emotional development
_____d. Prevocational/vocational skills
_____e. Self-help skills
_____f. Learning Style (Modality)
_____g. Learning approach
_____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

____4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

  ____a. Document person responsible for implementing (not mandated but recommended).

  ____b. Date objective established.

____5. Rationale for placement (statements require specificity and must reflect all areas of need).

  ____a. Functional description describes educational need(s) in understandable language.

  ____b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.

  ____c. Related services to be provided describes additional services required to fulfill goals and objectives.

  ____d. Special material/equipment to be provided by school district to meet goals and objectives.

  ____e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.

  ____f. Rationale for least restrictive environment gives reason for recommended placement.

____6. Establish (for this IEP implementation) specific:

  ____a. Teacher
  ____b. School
  ____c. Special program
  ____d. Date of initial enrollment in special education.
  ____e. Project date of placement (note exception).
  ____f. Anticipated date of placement.
  ____g. Career/vocational education program
  ____h. Extent of regular class placement (percent of time on weekly basis).
  ____i. Physical education program

____7. Secondary level graduation requirements.

____8. Determination of extended school year services (specificity need).

____9. Participating IEP committee members (in attendance) signature and date document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.

____10. Written parental consent to placement as specified documented.

____11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.

____12. IEP is legible in entirety.

Form 633-1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student John Pauls BD 1-18-68 CA 9-6
Personal Identifier SS #: 526-38-9064 Sex Male
Teacher A. Bee No. Yrs. Enrolled in School 5 Grade 5
School Webster Special Program EH
Date of Initial Enrollment in Special Education 9-1-77 *Projected Date of Placement 9-1-77 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Develop independent living skills: CARE Curriculum
Extent of Regular Class Placement 10 % P.E. Program Regular

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Articulation disorder; auditory processing deficit.

Academics: All academic areas show 2-3 year lag.

Social Adaptation/Emotional Development: Area of need: social communication.

Psychomotor: Visual-motor skills below 7 year level.

Prevocational/Vocational Skills: Area of need: time, direction distance, laterality concepts.

Self-Help Skills: Area of need: independent living skills

Learning Style (Modality): Multisensory.

Learning Approach (e.g., reflective, persistent, etc.): Socially perceptive. Reflective. Delayed response. Practical minded.

Health Status: Hearing and vision within normal limits. Pattern of absences due to continued upper-respiratory congestion indicate need for medical/nutritional/physical evaluation.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No delay.

Date of Meeting September 1, 1977
Parents Jim and Mary Pauls Phone 829-4310
Address 88 "A" Stree, Champagne CA 923456
Native Language of Pupil English How Determined Parent report.
Native Language of Home English School District of Residence Champagne

RATIONALE FOR PLACEMENT

Functional description of handicap: Virtually nonreader but developing beginning phonic word attack skills. Basic language concepts at concrete 3-dimensional level showing need to progress to 2-dimensional paper/pencil tasks. John presents specific learning disabilities with speech/language disorders.

Specific special education to be provided:

Intervention at level of success combining reading, writing, and spelling is indicated. Math assessment shows need for manipulative materials. Special class placement for specific learning disabilities is indicated in a self-contained class.

Related services to be provided:

Speech and language therapy to interface with academic intervention.

Special material/equipment to be provided:

CARE Curriculum to initiate prevocational skills.

Provision(s) for possible transition into regular classroom program:

Regular class placement for participating in field trips and creative arts is to be initiated as John's ability to function in a larger class setting develops.

Rationale for Least Restrictive Environment:

John's academic and social/emotional needs currently preclude extended regular class placement. Special class placement is appropriate. Physical education shall be with a regular class.

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Student *John Pauls*

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^XX^ sign below:	Date
Mary Pauls Parent/designee signature	9/1/77
Jim Pauls Parent/designee signature	9/1/77
Student signature	
George Teller Special education administrator/designee signature	9/1/77
Dan Canos Regular education teacher signature	9/1/77
Mona Storm *School psychologist signature	9/1/77
XX L. Kidd *Language, speech, and hearing specialist signature	9/1/77
C. Bridge School nurse signature	9/1/77
Q. Bee Special education teacher signature	9/1/77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

XX Indicates designated team coordinator

79a

Secondary level graduation requirements (CAC 3306(s)):

Not a requirement for elementary level students.

Determination of extended school year services (CAC 3306(e)):

Services will be mutually agreed upon by school and parents as determined by John's parents and teacher.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Educationally Handicapped Class

Specified Special Education Placement

Mary Pauls — Parent/designee signature — Date 9/1/77

Jim Pauls — Parent/designee signature — Date 9/1/77

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mary Pauls — Parent/designee signature — Date 9/1/77

Jim Pauls — Parent/designee signature — Date 9/1/77

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Student *John Pauls*

Page 3 of 4

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve academic skills.	A. By June 1978, John will demonstrate reading achievement at level 14 in the new MacMillian Reading Program as measured by the reading level tests. Person responsible Ann Bee Date established 9-1-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, John will show mastery in mathematics at level II of computation, concepts and applications in the Chula Vista Diagnostic Math Program. Person responsible Ann Bee Date established 9-1-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	C. By June 1978, correlating writing and spelling with instruction in reading and using a multisensory approach, John will reproduce from memory a series of 5-letter words with 80% accuracy by teacher tests. Person responsible Ann Bee Date established 9-1-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Develop independent living skills.	A. By June 1978, John will identify people who work, whey they work and who are wage earners. These will be related to particular attitudes and skills necessary to a paying job. Assessment by teacher. Person responsible Ann Bee Date established 9-1-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Correct articulation errors.	A. By June 1978, John will produce phoneme /R/ correctly in all positions in situational conversation with 90% accuracy as measured by SWRL Diagnostic. Person responsibile Lee Kidd Date established 9-1-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
IV. Improve receptive and expressive skills using basic concepts of time, direction, laterality and judgment.	A. By June 1978, John will demonstrate comprehension of 50 basic concepts, (Boehm) and formulate a sentence using each concept with a paper/pencil task with 90% accuracy as assessed by clinician observation. Person responsible Lee Kidd Date established 9-1-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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*CAC Title 5 – 3307

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Student *John Pauls*

Page *4* of *4*

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
IV. Continued.	B. By June 1978, John will complete Program One, "Perceptual Communication Skills" with 90% accuracy based on clinician observation and completion of workbook tasks. Person responsible Lee Kidd Date established 9-1-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
V. Improve retrieval skills.	A. By June 1978, John shall complete successfully the consonant and vowel workbooks at level 16 of the Phono-Visual materials with 90% accuracy as measured by clinical evaluation. Person responsible Lee Kidd Date established 9-1-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

79c

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San Diego County 6-79

*CAC Title 5 – 3307

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STEP 10. IMPLEMENTING THE IEP

The IEP shall be implemented as soon as possible but no later than 20 school days after written parental consent to placement has been obtained. No IEP can be implemented without written parental consent to placement. An exception to this 20-day time requirement, where an appropriate placement cannot be made within this time, the reason for the delay and a projected date for placement shall have been stated in the IEP.

Each school district is charged with making the school climate receptive to the child. Ongoing measurement of progress is imperative. As changes take place they should be measured or observed and recorded. To make effective program decisions, progress should be monitored frequently and changes should be made whenever it is evident that student progress differs from the anticipated rate. Written district policies and procedures provide for the personnel responsible for and the manner in which the implementation is followed and monitored. These procedures include the process for a teacher to follow in obtaining a special review of the appropriateness of a child's placement.

In the event a student transfers into a district from another district in which he had special education placement or services, the administrator may place the child in a comparable placement for 30 days, even without complete documentation. However, before this period has expired the placement must be reviewed by the assessment team and a final recommendation shall be made according to law.

Project HAPI
Draft #7: 7-1-79

Instructional and Activities Plan

FICTITIOUS

Student *John Pauls* BD *1-18-68* CA ____ School *Webster* Teacher *A. Bee* Date Enrolled *9-1-77* Date *9-15-77*

Person Responsible *A. Bee* Learning Style *Multisensory* Learning Approach *Practical minded. Socially perceptive, reflective, delayed response.*

Annual Goals	Short-Term Objective	Instructional Objectives	Intervention Material/Activities	Monitoring/Reviewing of Objectives
I	*A*	1. *Within nine weeks, John will show mastery in the New MacMillan Reading Program at level 7 as measured by the program test.*	*MacMillian Series (New) on a daily schedule, limiting time period initially 15 minutes.* *Level A Boning Series, correlating with PV materials.*	Date ____Achieved ____Reviewed ____Revised ____Parent informed
		2. *When John has demonstrated mastery at level 7, he may continue into succeeding levels.*	*Reinforce as needed. Task time may be increased as tolerance develops.*	
	B	1. *Within nine weeks, John will achieve mastery at level I of the Chula Vista Diagnostic Math Program Concepts and Applications.*	*Indicated program at level of success with monitoring and reinforcement of each segment.* *Kennedy Kit*	
		2. *When John has demonstrated mastery at level I of the program, he may continue on as indicated.*	*Holt School Math* *Stern Math materials* *Manipulative materials*	
	C	1. *In nine weeks, John will graphically reproduce beginning and ending consonant sounds of one-syllable words presented orally with 85% accuracy.*	*Phono-Visual materials* *Training tapes* *Tachitron* *Language Master and selected vocabulary from reading and experience.*	
II.	*A*	1. *In nine weeks, John will complete in the CARE, TPO #30.1.1-3 as measured by the assessment criterion in the CARE Curriculum.*	*Community workers* *Filmstrips* *Career films* *Career games devised by teacher* *CARE, Special Education Curriculum*	

STEP 11. REVIEW OF THE IEP

The IEP must be reviewed at least annually or sooner if requested by a parent or a teacher, or if a pupil's placement or programming is to be changed or terminated (CAC 5 3307). A full assessment is not required for a review. However, such an assessment is mandated at least every three years that a student remains in a special education placement.

A review is necessary to determine if a pupil's progress is reasonable, and for making decisions about modifying services, program or placement changes. Annual goals and objectives must be based on what the student can do currently, what the overall development needs to be and how the pupil should be able to function at the end of the education program. To accomplish this, a new IEP is written in committee for a period of no longer than a year. The E&P committee reviewing the IEP always includes the parent and school personnel as appropriate according to federal laws and to state regulations pertaining to Master and Non-Master Plan districts.

PART II

ASSESSMENT

ASSESSMENT MATRIX A

Some of the determinations assigning appropriate areas of function for listed assessment tools are subjective, since it is difficult to isolate and designate categories other than in a somewhat general sense. Consequently, this matrix is designed to be used as a guide and the reader is encouraged to obtain further definitive information.

A blank matrix form is provided following the listed assessment tools for the inclusion of additional instruments that the reader may wish to record.

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
A Basic Sight Vocabulary of 220 Words; Basic Word List		X					
Adult Basic Learning Examination (ABLE)		X					
Analysis of Word Recognition Errors	X	X					
Auditory Memory Span Test	X			X			
Auditory Verbal Learning Test	X		X	X			
Basic Facts of Whole Number Quizzes (Little Kenny)		X					
Botel Reading Inventory		X					
Brigance Diagnostic Inventory of Basic Skills	X	X	X	X	X		
California Achievement Tests: Reading		X					
Checklist for Secondary Teachers to Assess Learning Disability	X	X	X	X		X	
Classroom Observation Checklist	X	X	X	X	X	X	X
Clymer-Barrett Pre-Reading Battery		X	X				
Davis Reading Test		X					
Detroit Tests of Learning Aptitudes	X	X	X	X	X		
Developmental Test of Visual Motor Integration (Beery)			X				
Diagnostic Math Procedures		X					
Diagnostic Spelling for Secondary Schools		X					
Doren Diagnostic Reading Test: Word Recognition Skills		X					
Durrell Listening Reading Skills		X					
Gates McKillop Reading Diagnostic Tests		X					
Geist Picture Interest Inventory					X		

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Gilmore Oral Reading Test		X					
Gray Oral Reading Test		X					
Harrison-Stroud Reading Readiness Profiles		X					
How I Really Feel					X	X	
Individual Learning Disabilities Classroom Screening Instrument - Adolescent	X	X	X	X	X	X	
Interest Inventory					X	X	
Iowa Silent Reading Test		X					
Key Math		X					X
Language Sampling: Assessment Observation Guide				X			
Learning Style Indicator Checklist		X					
Metropolitan Achievement Tests: Reading		X					
Motor Performance Inventory			X				
Murphy-Durrell Reading Readiness Analysis		X					
My Reading Interests					X	X	X
Observed Behavior Checklist	X	X	X	X		X	
Peabody Individual Achievement Test (PIAT)		X		X			
Peabody Picture Vocabulary Test (PPVT)				X			
Piaget Right-Left Awareness Test	X			X			
Piers-Harris Children's Self Concept Scale						X	
Quick Learning Style Checklist	X		X				
San Diego State College Quick Assessment		X					

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Selecting Behavioral Targets	X	X				X	
Sequential Testing and Educational Programming (STEP)	X	X	X	X	X	X	X
Slingerland Screening Test	X	X	X	X			
Slosson Drawing Coordination Test (SDCT)		X	X				
Social and Prevocational Information Battery					X	X	
Spache Diagnostic Reading Scales		X		X			
Spelling Analysis	X	X					
Stanford Diagnostic Reading Test(s): Level II		X					
Student Interview - High School					X	X	
Sucher-Allred Reading Placement Inventory		X					
Sweetwater Criterion Referenced Reading Test		X					
Systematic Instructional Probes		X	X	X			
System FORE		X	X	X	X	X	X
Taking a Handwriting Sample		X	X				
The Way It Is - Incomplete Sentences						X	
Time Concepts Inventory				X	X		X
Visual-Auditory Digit Span (VADS)	X		X	X			
Visual-Verbal Learning Test	X		X	X			
Wepman Auditory Discrimination Test	X			X			
Wide Range Achievement Test (WRAT)		X					
Woodcock-Johnson Psycho-Educational Battery	X		X		X		

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Woodcock Reading Test		X					

ASSESSMENT MATRIX B

The assessment tools in this matrix are the same as those listed in the preceding matrix and are arranged in the same order. It should be noted that some of the tests offer suggestions for procedures and materials for consideration in designing intervention.

For the purposes of this matrix criteria referenced instruments are reference tests and refer to those tools which are intended to measure a subject's development of particular skills and his personal levels of mastery. No comparison to peer population is considered in these reference tests.

Norm referenced tests, on the other hand, yield information concerning a subject's performance within a given population, emphasizing his relative standing as compared to that of his peers.

Additional matrix space is available following the author's compilation for recording information regarding the tools the reader may have added to Matrix A.

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
A Basic Sight Vocabulary of 220 Words; Basic Word List	Assesses reading level as determined by numbers of words known. Designates reader level from Pre-primer to grade 3.	Input, visual. Output, verbal.	Varies	Grades K-12	X		Garrard Press
Adult Basic Learning Examination (ABLE)	Assesses levels of acquired knowledge in vocabulary, reading, spelling, aritmetic, number computation, problem-solving.	Group or individual. Test booklets, scoring key. Two levels, two forms each.	Open	Designed for adults but may be used with children. Level I - grades 1-4 Level II - grades 5-8 or equivalent		X	Harcourt, Brace & World
Analysis of Word Recognition Errors	Provides information regarding the components of word attack skills which are deficient. An analysis of word recognition errors.	Teacher observation during formal or informal reading tests, oral reading, etc.	Varies	Grades K-12	N.A.	N.A.	San Diego State University Education Dept.
Auditory Memory Span Test	Quick assessment of auditory memory span for digits.	One-to-one administration.	3 minutes	Ages 3-adult		X	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Auditory Verbal Learning Test	Assesses how a relatively unstructured set of auditory stimuli is learned.	Administration input auditory. Verbal response. One-to-one administration.	20 minutes	Grades 1-12		X	Harvard University Press
Basic Facts of Whole Number Quizzes (Little Kenny)	Assesses students' knowledge of the basic facts of whole number operations. Covers the "basic facts" problems not provided in Diagnostic Math Procedures.	Visual input, visual-motor response (written). Group administration or one-to-one. Adaptable to auditory input and verbal response in a one-to-one administration.	Varies	Grades 1-12 (Appropriate for older students by deleting title and rearranging order.)	X		Little Kenny Productions
Botel Reading Inventory	Phonics, word opposites, reading, listening, word recognition.	Group, except for word recognition.	Varies	Grades 1-12		X	Follett Educational Corporation
Brigance Diagnostic Inventory of Basic Skills	Provides a diagnostic inventory in readiness, academic skills in key subject areas, and a performance record expressed in grade levels.	Individual and group spiral bound easel format with student response pages which may be duplicated for group testing purposes.	Varies-from 15 mins to multi-testing session	Grades K-6	X		Curriculum Associates

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
California Achievement Tests: Reading	Assesses vocabulary, comprehension, computation, concepts-problems, listening, mechanics, usage, structures, and spelling.	Group administration.	115-160 minutes	Grades 1.5-2, 2-4, 4-6, 6-9, 9-12		X	CTB/McGraw Hill
Checklist for Secondary Teachers to Assess Learning Disability	Assesses reading, writing, speaking, math, attitude, behaviors as well as visual and auditory perception functioning, memory, attention and activity level. Useful screening tool.	Teacher observation and evaluation.	Varies	Grades 7-12	N.A.	N.A.	Treehouse Associates
Classroom Observation Checklist	Gives structure and objectivity to observation of function. Rates behavior on a 1-5 scale.	Checklist of rational behaviors to be completed by informed observer.	Open	Grades K-12	N.A.	N.A.	HAPI Handbook
Clymer-Barrett	Assesses letter recognition, word initiating, discriminating, beginning sounds, shape completion.	Group administration. Response booklet.	30-90 minutes	Grades K-1		X	Personnel Press Inc., Division of Ginn & Co.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Davis Reading Test	Measures level and speed of comprehension.	Four forms in two series. Self-administered. Hand or machine scored.	40-55 minutes	Series I: grades 11-12 and college freshmen; Series II: grades 8-11.		X	Psychological Corporation
Detroit Tests of Learning Aptitudes	Assesses specific mental faculties: reasoning, comprehension, practical judgment, verbal ability, time and space relationships, number ability, auditory attentive ability, visual attentive ability, and motor ability. These faculties are related to one or more of a series of 19 subtests. Administration of 9-13 subtests is recommended. Meaningful diagnosis of difficulties in learning school subjects and many out-of-school situations. Includes a vocational analysis.	Varies according to subtest. Administration input mainly auditory. Subtests include visual and auditory input. Responses include verbal, written, and gesture. Test booklets utilized by examiner and examinee. Testing experience recommended. One-to-one administration.	Varies according to selection of subtests.	Preschool-secondary		X	Bobbs Merrill

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Developmental Test of Visual Motor Integration (Beery)	Assesses visual-motor behavior, which includes visual perception and motor coordination. For high school students the visual-motor would be related to handwriting.	Administration input, auditory. Test booklet input, visual. Requires visual-motor responses with the use of paper (booklet) and pencil. Requires ability to copy a series of 24 geometric forms. Suitable for both individual and group administration.	10 minutes	Can be administered to children 2-15 years, but designed primarily for preschool and early primary grades.	X	X	Follett Publishing Company
Diagnostic Math Procedures	Gives breakdown of functioning according to specific operational levels. Assesses students' knowledge of certain basic operational procedures in the areas of addition, subtraction, multiplication and division of whole, fractional, and decimal numbers.	Written response. Group administration.	Varies	Grades 1-12	X		HAPI Handbook
Diagnostic Spelling Test For Secondary Schools	Assesses instructional spelling level. Words are taken from a core vocabulary for grades 1-8. This is the diagnostic portion of a spelling program. Intervention materials included.	Administration input is auditory. Auditory input, requiring a written response on an answer form. Response could be modified by accepting verbal spelling. One-to-one or group administration.	10-15 mins.	Grades 0-8 (Designed for secondary students.)	X		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced Criteria	Referenced Norm	Source*
Doren Diagnostic Reading Test: Word Recognition Skills	Measures letter recognition, beginning and ending sounds, whole word recognition, words within words, speech consonants, blending, rhyming, vowels, sight words, discriminate guessing.	Group. Pupil response booklets.	180 minutes	Grades 1-9		X	American Guidance Services
Durrell Listening Reading Skills	Word listening, sentence listening, vocabulary reading, sentence reading.	Group. Hand or machine scorable editions. Three levels.	70 minutes primary level	Primary: grades 1-3.5 Intermediate: grades 3.5-6 Advanced: grades 7-9		X	Harcourt Brace Javanovich
Gates-McKillop Reading Diagnostic Tests	Assess the extent of deficiency in a particular aspect of reading as compared with general reading ability. Subtests include oral reading, word recognition, phrase recognition, word attack, word equivalents of sounds, auditory blending, and supplementary tests (spelling, oral vocabulary, syllabication, auditory discrimination). Includes information on appraising silent reading ability.	Varies according to subtest. Input auditory and/or visual. Requires oral or written response, depending upon the subtest. One-to-one administration. Forms 1 and 2.	Varies according to selection of subtests.	Ages 2-8 and 2-15 years		X	Teachers College Press, Columbia University

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Geist Picture Interest Inventory	Assesses general interest areas (11 male, 12 female). Especially for pupils with limited verbal abilities (group, individual). Utilizes a picture choice format.	Group or individual administration.	Varies	Grades 8-junior college	X		Western Psychological Services
Gilmore Oral Reading Test	Assesses accuracy, comprehension, and rate of oral reading.	Individual administration. Time and error scored.	15-20 minutes	Grades 1-8		X	Harcourt Brace Javanovich
Gray Oral Reading Test	Assesses oral reading growth. Assists in diagnosis.	Individual administration.	Varies	Grades 1-college		X	Bobbs-Merrill
Harrison-Stroud Reading Readiness Profiles	Measures six readiness skills.	Group tests. Children draw lines under picture or word or from word or picture to another.	5-15 minutes per test	Kindergarten or close of readiness program		X	Houghton Mifflin

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
How I Really Feel	Assesses interests directed toward reading diagnosis.	Sentence completion format, written response, but could be dictated.	20-30 minutes estimate	Primarily young readers but potential for prereading to adult.	X		HAPI Handbook
Individual Learning Disabilities Classroom Screening Instrument - Adolescent (ILDCSI-A)	Assesses eight behaviors that relate to learning: visual, auditory, verbal and motor disabilities; vocational attributes; social maladjustments; emotional disturbances; and integrational disorders.	Administration input, auditory. Input varies with each subtest, including auditory and visual. Responses also vary with each subtest, including visual-motor (written) and verbal. Individual student test booklets. The teacher also rates the student (observation) on 80 behavioral items. One-to-one administration.	15-20 minutes for student exercise portion. Teacher observation time will vary.	Adolescent level - grades 4-12	X		Learning Pathways, Inc.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Interest Inventory	Intervention of interests, likes, and dislikes, etc.	One-to-one administration. Verbal response.	10 minutes	Grades 1-5			HAPI Handbook
Iowa Silent Reading Test	Measures vocabulary comprehension, locating informationn, skimming, scanning, reading efficiency.	Group administration. Three levels.	60 minutes	Grades 6-12		X	Harcourt, Brace & World
Key Math	Assesses math content, operations and applications. Diagnostic - includes metric.	Administration input, visual and auditory. Majority of test verbal response with some written responses. One-to-one administration. One form.	30-45 mins.	Grades K-8		X	American Guidance Services, Inc.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Language Sampling: Assessment Observation Guide	Assesses general oral expressive abilities. (A guide for screening purposes.)	One-to-one administration.	Varies	Grades K-12	X		HAPI Handbook
Learning Style Indicator Checklist	Checklist to aid in determining preferred learning style.	May be read to a non-reader.	Open	Grades K-12	N.A.	N.A.	HAPI Handbook
Metropolitan Achievement Tests: Reading	Assesses vocabulary, comprehension, word discrimination, sentence reading, spelling, and arithmetic.	Group Test Booklets	Four sittings of 23-28 minutes each	Three levels: primary (1-4) secondary (5-6) advanced (7-9)		X	World Book Company
Motor Performance Inventory	Assesses locomotion and movement, manual dexterity and laterality	Examiner provides situations to accomplish tasks. One-to-one administration.	Open	Mental age 6 weeks-6.6 years	X		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Murphy-Durrell Reading Readiness Analysis	Measures three abilities basic to reading success.	Group. Untimed. Pupils put crosses on items in test booklet. Yields percentile ranks, stanines, quartiles.	45-60 minutes	Normal or entering first graders		X	Harcourt, Brace & World
My Reading Interests	Assesses reading interests, leisure interests and future plans.	Auditory input requiring a verbal response for one-to-one administration. Visual input requiring visual-motor (written) response for group administration.	5-10 minutes	Upper elementary and grades 7-12 (Appropriate for adult.)	N.A.	N.A.	San Diego State University Education Department
Observed Behavior Checklist	Checklist provides structure for classroom observation of student.	Informant or observer rates behavior on scale of 1-5.	Open	School age	N.A.		HAPI Handbook
Peabody Individual Achievement Test (PIAT)	Assesses reading recognition, comprehension, math concepts, general information and spelling. Surveys level of attainment in basic skills and knowledge.	Administration input, visual and auditory. Verbal and motor (gesture) response. One-to-one administration. One form.	45 minutes (complete test)	Grades K-adult		X	American Guidance Services

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Peabody Picture Vocabulary Test (PPVT)	Assesses verbal intelligence. Mental age intelligence quotient and percentile ranks computed from raw scores. Note: For the purposes of the L.H. teacher, it measures semantic comprehension, receptive vocabulary, expressive language, recognition vocabulary (verbal intelligence), vocabulary usage and comprehension of single words.	Administration input auditory. Input is auditory with visual stimulus. Response is non-oral (gesture); however, for use with expressive language a verbal response would be required. Forms A and B. Spanish version available.	15 minutes	Ages 2.5 years-adult		X	American Guidance Service
Piaget Right-Left Awareness Test	Assesses laterality concepts.	One-to-one administration. Motor response. (Child Development Vol. XXXI, No. 1, 1965, 57-71)	10 minutes	Grades 1-12		X	HAPI Handbook
Piers-Harris Children's Self-Concept Scale	Assesses how students perceive themselves at school, at home and in general.	Administration input, auditory. Input is auditory and visual, although it may be given only visually. Response is visual-motor (circles yes or no). One-to-one or group administration.	15-20 minutes	Grades 3-12		X	Counselor Recordings & Tests

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Quick Learning Style Checklist	Checklist of learning style indicators.	Teacher observation.	Varies	Grades 1-12			HAPI Handbook
San Diego State College Quick Assessment	Assesses reading level and errors in word analysis. A quick estimate for selecting appropriate reading materials or for level placement in a more formal reading test.	Administration input is auditory. Visual input (word lists) requires verbal response.	5-10 minutes	Reading readiness through grade 11 (Appropriate for high school and adult)	X		HAPI Handbook
Selecting Behavioral Targets	Provides a guide for selecting target behavior for intervention. Also provides a behavior observation guide.	Teacher observation.	Varies	Grades 1-12	X		HAPI Handbook
Sequential Testing and Educational Programming (STEP)	Organized method of evaluation of strengths and weaknesses. Establishes goals and objectives based on evaluation. Provides resource guide to curriculum.	One-to-one administration. Record forms provided.	Open	Ages 7-17 years		X	Green & Stratton, Inc.

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Slingerland Screening Test	Screening test for identifying children with specific language disability, visual perception, visual motor ability, and auditory perception.	Small group. Individual test booklets, 4 test levels.	20 minutes per level	Grades 1-6		X	Educators Publishing Service, Inc.
Slosson Drawing Coordination Test (SDCT)	A screening instrument to identify individuals with various forms of brain dysfunction or perceptual disorders where hand-eye coordination is involved.	Administration input may be auditory or visual. Test form input, visual. Requires visual-motor responses with the use of paper (testing form) and pencil. Requires the ability to copy a series of 12 figures 3 times each. Suitable for individual and group administration.	10-15 minutes	Ages 1 year-adult	X	X	Slosson Educational Publications, Inc.
Social and Prevocational Information Battery	Nine tests assess knowledge of certain skills and competencies related to community adjustment.	Limited emphasis on reading skills with oral administration. Hand or machine recordable. Groups of 10-20. Student response booklet.	20-30 minutes per test	Primarily for junior and senior high school level (EMR students).		X	CTB/McGraw Hill
Spache Diagnostic Reading Scales	Measures word recognition, oral and silent reading phonics.	Individual. Yields three reading levels.	20-30 minutes	Grades 1-8 and 9-12 (retarded readers)		X	CTB/McGraw Hill

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Spelling Analysis	Assesses the manner in which a student spells. Gives some indication of a learning style.	Requires an ability to read and write at least at a primer or first grade level. Administration input auditory. Response is written.	10-20 minutes	Grades 1-12	NA	NA	HAPI Handbook
Stanford Diagnostic Reading Test(s): Level II	Assesses literal and inferential comprehension, vocabulary, syllabication, auditory skills, and phonic analysis rate.	Group test. May be administered individually.	90-110 minutes	Level II: Grades 4.5-8.5		X	Harcourt Brace Javanovich
Student Interview - High School	Elicits personal information about the student which may aid in a better understanding of that student, appropriate selection of materials, etc.	Administration input, auditory. Input may be auditory requiring a verbal response when given one to one. Input may be visual requiring a visual-motor response (written) when given to a group.	Varies	Grades 7-12			HAPI Handbook
Sucher-Allred Reading Placement Inventory	Assesses reading levels (independent, instructional, frustrational) word recognition and comprehension errors (oral reading).	Intermodal modal test - visual and auditory. Individual test.	Word Recognition approx. 5 min.; Oral Reading approx. 15 min.	Word Recognition: primer-grade 9; Oral Reading Test: pre-primer-grade 9	X		The Economy Company - Individualized Instruction, Inc.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Sweetwater Criterion Referenced Reading Test	Assesses levels of competency in the following: word recognition (word attack), vocabulary, reading comprehension, study skills. Test is diagnostic portion of a reading program. Intervention materials included.	Administration input is auditory. Visual input (test booklets) requires written responses on test scan forms. One-to-one or group administration.	Varies (Approx. 35-50 minutes for each level)	Grades 7-12	X		HAPI Handbook
Systematic Instruction Probes: Pre-Academic and Academic	Assesses pre-academic and academic, verbal and written response rates.	Verbal and written response. One-to-one administration on most probes.	1-minute probes	Grades K-12	X		San Diego Child Service Demonstration Center
System FORE	Language, Reading, Math and Self-help skills. Provides assessment inventories, developmental sequences, instructional materials lists and individual score sheets to record progress.	One-to-one. Ordinal series of criterion referenced objectives in a developmental scale. Levels 0 to 32.	Varies	An ordinal series 1-18 encompasses birth-10 years. Levels 19-32: 10-14+ years.	X		Foreworks
Taking a Handwriting Sample	Guide for taking a handwriting sample.	One-to-one administration.	10 minutes	Grades 1-12	NA	NA	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
The Way It Is - Incomplete Sentences	Indicates student's feelings and thoughts about self.	Student may complete or dictate response to examiner.	Open	Upper elementary, secondary	N.A.	N.A.	HAPI Handbook
Time Concepts Inventory	Assesses time and language concepts. Indicator of an individual ability to organize time, relate to passage of time, etc.	Administration input, auditory. Requires verbal response, one-to-one administration. Parts A-E may be given to a group with the input visual, requiring a visual-motor (written) response.	10 minutes	Grades 1-12	X		HAPI Handbook
Visual-Auditory Digit Span (VADS)	Assesses visual and auditory memory and integration. Gives some indication of a preferred learning modality and verbal and written language.	Verbal and written response. Requires ability to read and write numbers. One-to-one administration.	10 minutes	Ages 6-16 years		X	Grune & Stratton
Visual-Verbal Learning Test	Assesses how a relatively unstructured set of visual stimuli is learned.	Administration input. Auditory and visual. Verbal response. One-to-one administration.	20 minutes	Grades 1-12		X	Harvard University Press

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Wepman Auditory Discrimination Test	Assesses ability to discriminate difference between pairs of words with similar sounds in initial, medial, and final positions.	Administration input, auditory. Requires a verbal response or gesture. One-to-one administration.	5 minutes	Ages 5-8 years and older (acceptable for secondary)	X		Western Psychological Services
Wide Range Achievement Test (WRAT)	Assesses spelling, arithmetic computations and reading recognition.	Administration verbal. Verbal input on spelling and visual on the arithmetic and reading. Written response on the spelling and arithmetic and verbal on the reading. Spelling and math one-to-one and small group admin. Reading one-to-one administration. One form.	20-30 minutes	Grades pre-K-12+			Guidance Associates of Delaware, Inc.
Woodcock-Johnson Psycho-Educational Battery	Assesses a broad range of achievement levels of interest and cognitive ability.	Individual. Self-contained easel presentation. Three parts: one - cognitive ability, two - achievement, three - interest levels. Student response booklets.	Open	Ages preschool-adult		X	Teaching Resources
Woodcock Reading Test	Assesses reading recognition, comprehension and skills, including letter identification, word identification, word attack, word comprehension, paragraph comprehension.	One-to-one administration. Verbal and gesture response. Forms A and B.	20-30 minutes	Grades K-12	X		American Guidance Services

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	

*Source: See Appendix for vendor's address

ASSESSMENT TOOLS:
Unpublished/Informal

Unpublished and informal tests which have been an aid to special education teachers/specialists for the purposes of writing IEP's, IIP's and preparing for annual reviews are included in this section. These tools provide a realistic approach to the problems faced by teachers/specialists in schools where there is a limited selection of tests. The reader will find that many of the tests included are useful guides in promoting awareness of select strengths and needs which may require further testing or more in-depth intervention.

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ASSESSMENT TOOLS: UNPUBLISHED/INFORMAL

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AUDITORY MEMORY SPAN TEST

Case Name____________________________ Score__________ Date__________

3 digits	(a)	3	5	7						(3 years)
	(b)	6	8	2						
	(c)	1	4	9						
4 digits	(a)	9	6	3	5					(5 years)
	(b)	7	1	2	4					
	(c)	8	3	6	5					
5 digits	(a)	3	7	8	9	1				(7 years)
	(b)	9	2	3	4	5				
	(c)	4	9	2	5	6				
6 digits	(a)	4	8	9	1	2	5			(10 years)
	(b)	1	3	4	6	5	9			
	(c)	5	1	3	6	7	2			
7 digits	(a)	5	9	1	2	6	7	3		(Adult)
	(b)	2	4	3	8	5	1	6		
	(c)	6	2	4	7	3	8	5		
8 digits	(a)	4	8	2	3	7	9	1	5	(Superior Adult)
	(b)	9	7	6	2	8	3	4	1	
	(c)	3	4	1	9	5	8	2	6	

Examiner presents digits at rate of one per second. No repetitions are permitted. One correct sequence is required to proceed to the next level.

(With hearing impaired or visual learners, eye contact with examiner should be encouraged.)

Source: Chula Vista City School District

CLASSROOM OBSERVATION CHECKLIST

NAME______________ AGE____ SEX______ DATE______________

BIRTHDATE________ GRADE_____ TEACHER__________ SCHOOL______________

PARENTS or GUARDIAN________________________________

ADDRESS_______________________________ HOME PHONE__________

I. AUDITORY COMPREHENSION AND LISTENING

A. Ability to follow directions

______ 1) Always confused; cannot or is unable to follow directions
______ 2) Usually follows simple oral directions but may require repetition or individual instructions
______ 3) Follows directions that are familiar and/or not complex
______ 4) Remembers and follows extended directions
______ 5) Usually skillful in remembering and following directions

B. Comprehension of class discussions

______ 1) Always inattentive and/or unable to follow and understand discussions
______ 2) Listens but rarely comprehends well; mind often wanders from discussion
______ 3) Listens and follows discussions appropriately
______ 4) Understands well and benefits from discussions
______ 5) Becomes involved and demonstrates unusual understanding of material discussed

C. Ability to retain information presented orally

______ 1) Memory very poor; almost total lack of recall
______ 2) Retains simple ideas and procedures if repeated often
______ 3) Average retention of materials, adequate memory for age and grade
______ 4) Good immediate and delayed recall of information and procedures
______ 5) Superior memory for both details and content

D. Comprehension of word meanings

______ 1) Extremely immature level of understanding
______ 2) Misunderstands or fails to grasp simple word meanings for age and grade level
______ 3) Adequate understanding of age and grade level vocabulary
______ 4) Good understanding of grade level vocabulary as well as higher level word meanings
______ 5) Superior understanding of vocabulary including many abstract words

II. SPOKEN LANGUAGE

A. Ability to speak using structurally accurate and complete sentences

______ 1) Always speaks in incomplete sentences with grammatical errors
______ 2) Often speaks in incomplete sentences and/or with numerous grammatical errors
______ 3) Speaks properly with few errors of omission or incorrect use of prepositions, verbs, tenses, pronouns
______ 4) Above average oral language with only rare grammatical errors
______ 5) Always speaks in complete, grammatically correct sentences

B. Functional Vocabulary

______ 1) Always uses a low level or improper vocabulary
______ 2) Uses a limited vocabulary consisting primarily of simple nouns with few precise, descriptive words
______ 3) Adequate vocabulary for age and grade level
______ 4) Above average vocabulary including many precise descriptive words
______ 5) High level vocabulary with precise wording and use of abstractions

C. Ability to recall words

______1) Unable to recall the specific word wanted
______2) Frequently gropes for the proper words to express himself
______3) Adequate for age and grade level but occasionally searches for correct word
______4) Above average recall and rarely hesitates on a word
______5) Always speaks well and never hesitates or substitutes words

D. Ability to verbalize stories and related experiences

______1) Unable to relate a comprehensible story
______2) Has difficulty relating ideas in sequential order
______3) Average ability to tell stories for age and grade level
______4) Above average ability to relate stories and use logical sequence
______5) Superior ability to relate ideas in a logical meaningful manner

E. Ability to formulate ideas from isolated facts

______1) Unable to relate isolated facts
______2) Has difficulty relating isolated facts; ideas are scattered and incomplete
______3) Usually relates facts into meaningful ideas; adequate for age and grade level
______4) Relates facts and ideas well
______5) Outstanding ability in relating facts and ideas appropriately

III. VISUAL RECEPTIVE SKILLS

A. Visual attention

______1) Marked difficulty in directing and sustaining attention to visual stimuli; overly sensitive to differences of visual stimulation and continually shifts his focus from one object to another
______2) Below average ability to direct and sustain attention to visual stimuli
______3) Average ability for age and grade level to direct and sustain attention to visual stimuli
______4) Good visual attention to stimuli
______5) Superior ability to direct and sustain attention to visual stimuli

B. Visual discrimination

______1) Marked difficulty in discriminating between objects differing in external form, relative size, position in space, internal detail, color, texture, etc.
______2) Below average ability in recognizing likenesses and differences of forms, as circles, triangles, squares, etc.
______3) Average ability for age and grade level in recognizing likenesses and differences of forms, relative size, shape, position in space, etc.
______4) Above average ability in visual discrimination
______5) Superior ability in perceiving basic forms, extending his activities to object discrimination and pictures

C. Visual memory and sequencing

______1) Very poor memory in remembering those stimuli and bits of information related to visual patterns; is unable to correctly reproduce a sequence of configuration or symbols
______2) Below average for age and grade level in visual memory and sequencing
______3) Average ability for age for visual memory and sequencing
______4) Is adept in translating the visual impression into a visual imagery system in such a way that will make the image available to him in the absence of the original image of those he already knows
______5) Very superior in all visual memory and sequencing tasks

IV. ORIENTATION

A. Utilization of time concepts

______ 1) Unable to grasp the meaning of time and may either be late or confused
______ 2) Poor time concept; tends to dawdle; often late
______ 3) Average understanding of time for age and grade level
______ 4) Prompt; is late only for a good reason
______ 5) Plans and organizes well and is very skillful at handling schedules

B. Spatial orientation

______ 1) Always confused and is unable to consistently navigate around classroom, school, playground, or neighborhood
______ 2) Often gets lost in relatively familiar surroundings
______ 3) Average ability for age and grade level in maneuvering in familiar locations
______ 4) Above average ability and is rarely confused or lost
______ 5) Never lost; adapts to new locations, situations and places

C. Relationship concepts, i.e., big, little; long, short; far, near

______ 1) Very inadequate judgment of relationships
______ 2) Makes simple relationships
______ 3) Average ability in relation to age and grade level
______ 4) Accurate judgments but does not generalize to new situations
______ 5) Superior ability in judgments--generalizes into new experiences and situations

D. Direction concepts

______ 1) Highly confused or limited awareness in right-left orientation; does not distinguish directions as north, south, east and west
______ 2) Frequently exhibits directional confusion
______ 3) Average awareness of direction concepts for age and grade level; left vs. right, north, south, east and west
______ 4) Above average sense of direction and is seldom confused
______ 5) Superior sense of direction

V. MOTOR DEVELOPMENT

A. General coordination i.e., running, throwing, jumping, skipping

______ 1) Excessively clumsy and poorly coordinated
______ 2) Below average coordination; awkward
______ 3) Average coordination for age; outstanding but not graceful
______ 4) Above average in coordination; does well in these activities
______ 5) Exceptional ability; excels in coordination activities

B. Ability to manipulate tools and objects - manual dexterity

______ 1) Very poor ability in manual manipulation
______ 2) Awkward in manual dexterity
______ 3) Adequate manipulation of tools and objects
______ 4) Above average in manipulative skills
______ 5) Superior performance in manipulative skills

C. Fine motor coordination, i.e., copying, writing, drawing, coloring

______ 1) Very poor in eye-hand coordination
______ 2) Below average eye-hand coordination
______ 3) Average writing, drawing, etc., for age and grade level
______ 4) Above average ability
______ 5) Superior ability

D. Balance ability

______ 1) Unusually poor balance
______ 2) Below average; frequently falls and/or bumps into objects
______ 3) Average equilibrium for age and grade level
______ 4) Above average ability in activities requiring balance
______ 5) Excels in balancing ability

VI. BEHAVIORAL CHARACTERISTICS

A. Cooperation

______ 1) Continually disrupts classroom and does not inhibit responses
______ 2) Frequently answers without thinking and does not wait his turn
______ 3) Waits his turn; average for age and grade
______ 4) Cooperates well; above average
______ 5) Cooperates extremely well with little to no adult encouragement

B. Attention

______ 1) Highly distractible and never attentive
______ 2) Seldom listens and appears to daydream
______ 3) Listens adequately for age level
______ 4) Almost always remains attentive
______ 5) Very long attention span

C. Ability to organize

______ 1) Highly disorganized in approach to play activities and school work
______ 2) Frequently disorganized in working, inexact, careless
______ 3) Average in ability to organize, appearing careful
______ 4) Consistently above average in ability to organize and complete work
______ 5) Always completes assignments in a highly organized and meticulous manner

D. Ability to cope with new situations, i.e., parties, trips, and unanticipated changes in routine

______ 1) Totally in lack of self-control and becomes extremely excitable
______ 2) Often overreacts; finds new situations disturbing
______ 3) Adapts adequately for age and grade level
______ 4) Shows self-confidence and adapts easily and quickly
______ 5) Superior adaptation; demonstrates superior initiative and independence

E. Social acceptance

______ 1) Rejected by peers
______ 2) Tolerated by peers
______ 3) Average acceptance by peers
______ 4) Well accepted by peers
______ 5) Extremely popular with peers

F. Acceptance of responsiblity

______ 1) Will not assume responsiblity and never initiates activities
______ 2) Avoids responsibility; accepts role on limited basis
______ 3) Average responsiblity for age and grade level
______ 4) Above average enjoyment of responsibility and often takes initiative or volunteers
______ 5) Seeks responsiblity and usually takes initiative with enthusiasm

G. Completion of school assignments

______ 1) Never finishes even with special assistance
______ 2) Rarely finishes work even with assistance
______ 3) Average ability to complete assignments
______ 4) Above average ability in completing assignments
______ 5) Completes all assignments without supervision

H. Concern for feelings of others

______ 1) Very rude; seems insensitive to other's feelings
______ 2) Usually shows little regard for feelings of others
______ 3) Average tactfulness; occasionally socially inappropriate
______ 4) Above average sensitivity to feelings of others
______ 5) Social behavior always appropriate

I. Level of academic functioning

______ 1) Unable to achieve on grade level in any of the basic academic areas
______ 2) Unable to achieve in one or more academic areas on grade level
______ 3) Average achievement in all basic areas
______ 4) Above average overall achievement
______ 5) Superior level of achievement in all basic academic areas

NAME ______________________ POSITION ______________ DATE ____________

COMMENTS:

STUDENT SCREENING PROFILE

		Note: Code from Rating Scale				
I.	Auditory Comprehension and Listening					
A.	Ability to follow directions	1	2	3	4	5
B.	Comprehension of class discussion	1	2	3	4	5
C.	Ability to retain information presented orally	1	2	3	4	5
D.	Comprehension of word meanings	1	2	3	4	5
II.	Spoken Language					
A.	Ability to use structurally accurate and complete sentences	1	2	3	4	5
B.	Functional vocabulary	1	2	3	4	5
C.	Ability to recall words	1	2	3	4	5
D.	Ability to verbalize stories and relate experiences	1	2	3	4	5
E.	Ability to formulate ideas from isolated facts	1	2	3	4	5
III.	Visual					
A.	Visual attention	1	2	3	4	5
B.	Visual discrimination	1	2	3	4	5
C.	Visual memory and sequencing	1	2	3	4	5
IV.	Orientation					
A.	Utilization of time concepts	1	2	3	4	5
B.	Spacial orientation	1	2	3	4	5
C.	Relationship concepts	1	2	3	4	5
D.	Direction concepts	1	2	3	4	5
V.	Motor Development					
A.	General coordination	1	2	3	4	5
B.	Manipulative skills	1	2	3	4	5
C.	Fine motor skills	1	2	3	4	5
D.	Balance	1	2	3	4	5
VI.	Behavioral Characteristics					
A.	Cooperation	1	2	3	4	5
B.	Attention	1	2	3	4	5
C.	Ability to organize	1	2	3	4	5
D.	Ability to cope with situations	1	2	3	4	5
E.	Social acceptance	1	2	3	4	5
F.	Acceptance of responsiblity	1	2	3	4	5
G.	Completion of school assignments	1	2	3	4	5
H.	Concern for feelings of others	1	2	3	4	5
I.	Academic functioning	1	2	3	4	5

DIAGNOSTIC MATH PROCEDURES

I. Locating Operational Difficulties With Whole Numbers

In addition to knowledge of the basic number facts, the pupil must know certain basic operational procedures in order to do correct work. The following sets of examples can be used for diagnostic purposes to see if the operational steps indicated are used correctly, disregarding errors in the number facts.

Key Types in Addition

A.	24 +43	50 + 2	47 +300	No carrying
B.	27 +35	16 + 4	58 +139	Carrying from ones' place
C.	142 +293	57 +352	490 + 90	Carrying from tens' place
D.	273 +258	316 + 89	4806 +2998	Carrying from consecutive places
E.	2582 +3908	87060 +38479		Carrying in alternate places

Key Types in Subtraction

A.	47 -26	89 -40	302 -102	No regrouping necessary
B.	48 -19	72 - 6	470 -129	Regrouping in tens' and ones' places
C.	473 -183	500 - 70	7863 -7793	Regrouping in hundreds' and tens' places
D.	526 -378	800 - 73	9012 -8236	Regrouping in consecutive places
E.	4238 -3919	60402 -15192		Regrouping in alternate places

I. Locating Operational Difficulties With Whole Numbers (cont.)

Key Types in Multiplication

A.	42 x2	21 x6	30 x3	No carrying; a zero difficulty
B.	46 x2	58 x3	209 x4	Carrying from ones' to tens' place
C.	150 x5	371 x7	3051 x9	Carrying from tens' to hundreds' places
D.	195 x7	286 x9	4857 x8	Carrying in consequtive places
E.	2519 x3	6807 x3		Carrying in alternate places
F.	43 x10	267 x50	487 x600	Multiplying by numbers ending in 0
G.	25 x12	358 x347	469 x408	Multiplying by two- and three-place numbers

Key Types in Division

One-Place Divisors

A.	3/96	2/180	4/2408	Even division
B.	4/72	3/174	5/3925	Uneven division--no remainders
C.	5/57	4/163	7/6934	Uneven division--remainder

Two-Place Divisors

A.	25/575	43/519	34/714	Easy types
B.	92/3423	45/2393	56/8456	Complex types
C.	37/15928	26/2376	18/13410	Estimation difficulties
D.	43/1270	97/4859	85/680439	Zeros in quotients

The key types above range from the simplest possible type to very complex examples. The sequence of examples given above enables the teacher to locate the steps at which difficulties begin to emerge, thus establishing a basis for knowing where to begin corrective work in each process.

Name______________________________ Grade_______ Date____________________

Key Types in Addition

$$\begin{array}{r} 24 \\ +\underline{43} \end{array} \qquad \begin{array}{r} 50 \\ +\underline{\ \ 2} \end{array} \qquad \begin{array}{r} 47 \\ +\underline{300} \end{array}$$

$$\begin{array}{r} 27 \\ +\underline{35} \end{array} \qquad \begin{array}{r} 16 \\ +\underline{\ \ 4} \end{array} \qquad \begin{array}{r} 58 \\ +\underline{139} \end{array}$$

$$\begin{array}{r} 142 \\ +\underline{293} \end{array} \qquad \begin{array}{r} 57 \\ +\underline{352} \end{array} \qquad \begin{array}{r} 490 \\ +\underline{\ \ 90} \end{array}$$

$$\begin{array}{r} 273 \\ +\underline{258} \end{array} \qquad \begin{array}{r} 316 \\ +\underline{\ \ 89} \end{array} \qquad \begin{array}{r} 4806 \\ +\underline{2998} \end{array}$$

$$\begin{array}{r} 2582 \\ +\underline{3908} \end{array} \qquad \begin{array}{r} 87060 \\ +\underline{38479} \end{array}$$

Name______________________________ Grade_______ Date____________________

Key Types in Subtraction

$\begin{array}{r} 47 \\ -\underline{26} \end{array}$	$\begin{array}{r} 89 \\ -\underline{40} \end{array}$	$\begin{array}{r} 302 \\ -\underline{102} \end{array}$
$\begin{array}{r} 48 \\ -\underline{19} \end{array}$	$\begin{array}{r} 72 \\ -\underline{6} \end{array}$	$\begin{array}{r} 470 \\ -\underline{129} \end{array}$
$\begin{array}{r} 473 \\ -\underline{183} \end{array}$	$\begin{array}{r} 500 \\ -\underline{70} \end{array}$	$\begin{array}{r} 7863 \\ -\underline{7793} \end{array}$
$\begin{array}{r} 526 \\ -\underline{378} \end{array}$	$\begin{array}{r} 800 \\ -\underline{73} \end{array}$	$\begin{array}{r} 9012 \\ -\underline{8236} \end{array}$
$\begin{array}{r} 4238 \\ -\underline{3919} \end{array}$	$\begin{array}{r} 60402 \\ -\underline{15192} \end{array}$	

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Name________________________________ Grade_______ Date______________________

Key Types in Multiplication

42 x2	21 x6	30 x3
46 x2	58 x3	209 x4
150 x5	371 x7	3051 x9
195 x7	286 x9	4857 x8
2519 x3	6807 x3	

Name________________________________ Grade_______ Date______________________

Key Types in Multiplication

$\begin{array}{r} 43 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 267 \\ \times 50 \\ \hline \end{array}$	$\begin{array}{r} 487 \\ \times 600 \\ \hline \end{array}$
$\begin{array}{r} 25 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 358 \\ \times 347 \\ \hline \end{array}$	$\begin{array}{r} 469 \\ \times 408 \\ \hline \end{array}$

Name______________________________ Grade_______ Date_____________________

Key Types in Division

$3\overline{)96}$ $2\overline{)180}$ $4\overline{)2408}$

$4\overline{)72}$ $3\overline{)174}$ $5\overline{)3925}$

$5\overline{)57}$ $4\overline{)163}$ $7\overline{)6934}$

Name________________________________ Grade_______ Date______________________

Key Types in Division

$25/\overline{575}$

$43/\overline{519}$

$34/\overline{714}$

$92/\overline{3423}$

$45/\overline{2393}$

$56/\overline{8456}$

$37/\overline{15928}$

$26/\overline{2376}$

$18/\overline{13410}$

$43/\overline{1270}$

$97/\overline{4859}$

$85/\overline{680439}$

II. Locating Operational Difficulties in Fractions

The sets of examples that follow aid the teacher to locate in a more definite way the specific points of difficulty in each process. They can be used for diagnostic purposes.

Screening Tests in Arithmetic - Fractions

Addition

A.	B.	C.	D.	E.
2 1/4 +4 1/4	4 1/2 +2 1/2	7 3/8 + 1/2	6 2/3 +4 1/2	7 5/6 +6 7/8

Subtraction

A.	B.	C.	D.	E.
3 3/4 -1 1/4	8 1/2 -2 1/2	6 -4 2/3	3 1/4 -1 3/4	9 1/2 -2 7/8

Multiplication

A.	B.	C.	D.	E.
1/2 x 7 =	1/2 x 2/5 =	2 1/4 x 2/3 =	1/2 x 2 2/3 =	8 1/4 x 6 =

Division

A.	B.	C.	D.	E.
3 ÷ 2/3 =	7 ÷ 1 1/2 =	3/4 ÷ 5/6 =	2 1/4 ÷ 5/8 =	1 1/2 ÷ 6 =

Addition of Fractions

A.	1/3 +1/3	2 2/5 +3 2/5	5 2/3 +1 2/3	Like fractions--no reduction
B.	1/4 +1/4	3 1/8 +2 3/8	5 1/2 + 1/2	Like fractions--reduction
C.	1/2 +1/4	2 3/8 +3 1/2	5 3/4 +6 1/2	Easy unlike fraction types
D.	4 2/3 +3 1/4	6 1/8 +2 5/6	4 3/4 +7 5/6	Other unlike fractions

Subtraction of Fractions

A.	3/4 -1/4	2 5/6 -1 1/6	6 2/3 -5 2/3	Like fractions--no regrouping
B.	2 -1 1/4	1 1/4 - 3/4	5 1/3 -2 2/3	Like fractions--regrouping
C.	6 1/2 -2 1/4	1 1/4 - 1/2	5 1/6 -2 2/3	Easy unlike fraction types
D.	3/4 -2/3	5 3/4 -1 4/5	4 3/4 -2 5/6	Other unlike fractions

II. Locating Operational Difficulties in Fractions (cont.)

Multiplication of Fractions

A.	1/2 x 5 =	3 x 1/4 =	4 x 7/8 =	Fractions and whole numbers
B.	5 1/2 x 4 =	7 1/2 x 5 =	8 x 4 2/3 =	Mixed numbers and whole numbers
C.	1/2 x 2/3 =	6 1/4 x 2/5 =	5 1/4 x 3 1/3 =	Fractions and mixed numbers

Division of Fractions

A.	2 ÷ 1/2 =	3 ÷ 5/6 =	3 ÷ 1 3/4 =	Whole numbers by fractions
B.	3 1/2 ÷ 1/4 =	4 1/2 ÷ 1 1/2 =	5/6 ÷ 1 1/3 =	Fractions and mixed numbers
C.	1/2 ÷ 2 =	3 1/2 ÷ 4 =	1 5/6 ÷ 4 =	Division by whole numbers

III. Locating Difficulties With Decimals

Addition

A.	7.4 2.6 +3.1	B.	2.75 81.62 + .08	C.	9.643 .02 +12.7

D. Copy and add: 3.85 + 31.18 + 127.39

DIAGNOSTIC MATH PROCEDURES

ANSWER SHEET

I. Locating Operational Difficulties With Whole Numbers

Key Types in Addition

A.	67	52	347	C.	435	409	580
B.	62	20	197	D.	531	405	7804
				E.	6490	125539	

Key Types in Subtraction

A.	21	49	200	C.	290	430	70
B.	29	66	341	D.	148	727	776
				E.	319	45210	

Key Types in Multiplication

A.	84	126	90	D.	1365	2574	38856
B.	92	174	836	E.	7557	20421	
C.	750	2597	27459	F.	430	13350	292200
				G.	300	124226	191352

Key Types in Division

One-Place Divisors				Two-Place Divisors			
A.	32	90	602	A.	23	12 / 3	21
B.	18	58	785	B.	37 / 19	53 / 8	151
C.	11 / 2	40 / 3	990 / 4	C.	430 / 18	91 / 10	745
				D.	29 / 23	50 / 9	8005 / 14

II. Locating Operational Difficulties in Fractions

Addition	Subtraction	Multiplication	Division
A. 6 2/4 or 6 1/2	A. 2 2/4 or 2 1/2	A. 3 1/2	A. 4 1/2
B. 7	B. 6	B. 1/5	B. 4 2/3
C. 7 7/8	C. 1 1/3	C. 1/6	C. 9/10
D. 11 1/6	D. 1 2/4 or 1 1/2	D. 1 1/3	D. 3 3/5
E. 14 17/24	E. 6 5/8	E. 49 1/2	E. 1/4

DIAGNOSTIC MATH PROCEDURES

ANSWER SHEET

II. Locating Operational Difficulties in Fractions (cont.)

Addition of Fractions

A.	2/3	5 4/5	7 1/3
B.	2/4 = 1/2	5 4/8 = 5 1/2	6
C.	3/4	5 7/8	12 1/4
D.	7 11/12	8 23/24	12 7/12

Subtraction of Fractions

A.	2/4	1 4/6 = 1 2/3	1
B.	3/4	2/4 = 1/2	2 2/3
C.	4 1/4	3/4	2 3/6 = 2 1/2
D.	1/12	3 19/20	1 11/12

Multiplication of Fractions

A.	2 1/2	3/4	3 1/2
B.	22	37 1/2	37 1/3
C.	1/3	2 1/2	2

Division of Fractions

A.	4	3 3/5	1 5/7
B.	14	3	5/8
C.	1/4	7/8	11/24

III. Locating Difficulties With Decimals

Addition

A. 13.1

B. 84.45

C. 97.72

D. 162.42

Source: Paramount Unified School District
Paramount, California

DIAGNOSTIC SPELLING TEST FOR SECONDARY SCHOOLS
PART ONE - GRADES 0-4

This is an individualized, diagnostic approach to spelling based on "A Basic Core Vocabulary for Grades 1-8." It is designed for secondary school students. Each lesson is based on phonetic principles, each lesson attempts to give as many possible exposures to the word as can be accomplished in a single lesson.

Each lesson is designed to cover word attack skills, phonetic principles and various meanings of each word. Phonetic principles are repeated from level to level, so the student will be reinforced in them as he progresses. These lessons do not preclude other teacher assignments for: writing the word (research tells us that maximum learning occurs after writing the word five times, not the usual ten), dictionary skills drill, or additional language assignments.

These are not classroom spelling lessons. Each student, through the use of the diagnostic test and teacher diagnosis, will be placed at the proper instructional level and will work individually on his lesson.

Each lesson is written at the reading level appropriate for the spelling grade level, keeping in mind the secondary school student's interests. As spelling expertise does not necessarily correspond with other language skills, the teacher may find an otherwise able student placed at a lower grade level than that of his other classroom work or, correspondingly, at a higher level. Each level is coded by number. The 3-26 at the upper right hand corner of the card, for instance, means grade 3, lesson number 26. Each student uses his own paper and replaces the card in the proper grade level when he is finished. It is not necessary to keep the cards in numerical order as each lesson is self-sufficient. The student and/or teacher should keep a record of the number of each lesson completed.

On "test day", each student should have his words dictated to him by another student in the class who is at approximately the same level. If the student does not pass the test, he will be required to work a second time on the lesson, with teacher assistance the following week. If he fails the test the second time, he should be placed at a lower level.

All lessons may be successfully completed by all students without teacher assistance, making it possible for each student in the class to work individually. Generally it should not be necessary to check or correct the lessons, as the mastery of the spelling list is the goal of each lesson. You will, of course, wish to carefully check the student's work if he is not successful on the test.

Name ______________________

Date ______________________

DIAGNOSTIC SPELLING TEST

$\boxed{0}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{1}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{2}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{3}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{4}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{5}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{6}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{7}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

$\boxed{8}$

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

DIAGNOSTIC TEST

Directions

Administer entire test to the class at the beginning of the semester. A student may miss one word at any level. Place him at the level at which he misses two or more words. Readjustment may be necessary if the level seems too difficult or too easy as he progresses in the lessons.

0

big
what
green
play
best

1

faster
boat
ground
night
many

2

bright
fourth
himself
Saturday
suppose

3

comfortable
cousin
forgotten
lovely
president

4

electricity
glisten
hoarse
lightning
particular

5

athletic
civilized
expression
fountain
independence

6

applaud
characteristic
enthusiasm
headquarters
judgment

7

geological
competition
initiation
preference
victorious

8

consequently
extraordinary
inconvenience
naturalize
substantial

NAME________________________________

CHECK-OFF SHEET FOR INDIVIDUALIZED SPELLING LESSONS

Level 0
1
2
3
4
5
Post

Level I
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
Post

Level 2
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

Level 2
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
Post

Level 3
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Level 3
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
Post

Level 4
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Level 4
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
Post

Name ______________________

CHECK-OFF SHEET FOR INDIVIDUALIZED SPELLING LESSONS

Level 5
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
Post

Level 6
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
Post

Level 7
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
Post

Level 8
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
Post

SUGGESTED POST TEST LIST FOR DIAGNOSTIC SPELLING

Level 0

with
little
this
up
get
not
got
go
on
and
away
make
play
free
we
be
street
green

Level 1

before
every
guess
asked
very
when
coming
other
stay
walked
about
road
again
give
children
shoes
catch
thank
stopped
right
know
much
those
thank
lamb

Level 2

mouth
week
afraid
later
making
believe
only
goes
tried
someone
bottom
suppose
until
empty
everyone
happen
family
its
which
kick
himself
different
please
idea
question

Level 3

inquire
influence
hospital
loose
possible
thirty
having
half
announce
except
mischief
valley
impossible
upstairs
usually
knife
sudden
raise
deserve
famous
nickel
blossom
instead
welcome
metal
employ
mountain
month

Level 4

fourth
eighth
twenty
one hundred
squeal
strength
sword
whom
glisten
dessert
disappoint
succeed
however
therefore
somewhat
success
necessary
design
knowledge
pause
league
fortunate
experiment
wrinkle
council

SUGGESTED POST TEST LIST FOR DIAGNOSTIC SPELLING, LEVELS 5-8

Grade 5

neither
octagon
cabinet
tickle
spread
custard
wedge
vacation
beneath
bacteria
delicious
liberty
usually
exercise
rejoin

Grade 6

essential
selection
overboard
annual
venture
canopy
extreme
unravel
vacant
friction
cyclone
dismal
agreement
retreat
interfere

Grade 7

investigation
residential
acknowledgment
legible
continuous
lubricate
proprietor
cherish
exile
knapsack
demerit
dishonest
contagious
reluctant
artillery
geyser
dialogue
pamphlet
siege
mileage

Grade 8

refrain
debris
milestone
occurence
elapse
miscellaneous
heroic
indulge
molecular
liberal
pasteurize
morality
edible
immune
chaplain
incompetent
anesthesia
prophecy
discriminate

Source: Marilyn J. Stenvall
Dianne Duncan - Sherry Sprague
Irma Makepeace

Montgomery Junior High School
Sweetwater Union High School
District

HOW I REALLY FEEL!

DIRECTIONS: Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind and work as quickly as you can. Complete all the sentences and do them in order.

1. Today I feel ____________________
2. When I have to read, I ____________________
3. I get angry when ____________________
4. To be grown up ____________________
5. My idea of a good time ____________________
6. I wish my parents knew ____________________
7. School is ____________________
8. I can't understand why ____________________
9. I feel bad when ____________________
10. I wish my mother ____________________
11. I wish my teachers ____________________
12. Going to college ____________________
13. To me, books ____________________
14. People think I ____________________
15. My favorite TV program ____________________
16. On weekends, I ____________________

17. I don't know how ______________________________

18. To me, homework ______________________________

19. I hope I'll never ______________________________

20. I wish people wouldn't ______________________________

21. When I finish high school ______________________________

22. I'm afraid ______________________________

23. My favorite sport ______________________________

24. When I take my report card home ______________________________

25. I am at my best when ______________________________

26. Most brothers and sisters ______________________________

27. I'd rather __________ than ______________________________

28. When I read math ______________________________

29. The future looks ______________________________

30. I feel proud when ______________________________

31. I wish my father ______________________________

32. I like to think about ______________________________

33. I would like to be ______________________________

34. For me, studying ______________________________

35. I often worry about ______________________________

36. I wish I could ______________________________

37. Physical education ______________________________

38. I look forward to____

39. I wish somoone would help me______________________________________

40. The best vacation____

Source: Adapted from a preliminary form of a sentence completion test designed especially for diagnosis of reading difficulties developed by Elizabeth K. Graves.

INTEREST INVENTORY

Name ____________________

Date ____________________

1. I live with my (1) parents __________, (2) __________, (3) __________.
2. I am ______ years old. I have __________ brothers, __________ sisters.
3. After school I like to ______________________________.
4. My favorite TV program is ______________________________.
5. I like to read or look at books about ______________________________.
6. If I could work, I would like to be a ______________________________.
7. My favorite person on TV is ______________________________.
8. My favorite sport is ______________________________.
9. If I could buy a car it would be a ______________________________.
10. I like to be around a lot of kids my own age. Yes __________ No __________.
11. I like to be by myself sometimes. Yes __________ No __________.
12. I would rather (1) have one good friend ____ (2) a few friends __________ (3) lots of friends __________ (4) no friends __________.
13. If I found a $5 dollar bill, I would ______________________________.
14. If I found a $100 dollar bill, I would ______________________________.
15. In my family, I get along best with my __________. I get along worst with my __________.
16. My favorite subject in school is ______________________________.
17. My worst subject in school is ______________________________.
18. I like to work by myself. Yes __________ No __________.
19. I like to make things with my hands. Yes __________ No __________.
20. I would do better in school if ______________________________.
21. I have the most trouble in school with (check one) arithmetic __________, reading __________, spelling __________, writing __________.
22. The most fun I have ever had was ______________________________.
23. If I could take a trip, I would like to go to ______________________________.
24. I have a pet. Yes __________ No __________.

Interest Inventory (cont.)

25. My favorite animal is a ______________________________.

26. I have a collection of ______________, (or) I would like to collect ________.

27. The most trouble I have had in school was in the ________________ grade.

28. I would rather watch a game than play in one. Yes__________ No__________.

29. The best teacher I have had in school was in the ________________ grade.

30. I would like to go to school until I have finished (1) junior college________,
(2) junior high________, (3) high school________, (4) college____________,
(5) advanced college work____________.

Source: Child Service Demonstration Center
San Diego

LANGUAGE SAMPLING: AN ASSESSMENT AND OBSERVATION GUIDE

I. Procedures

A. Although a single language sample may not be a true indication of a child's performance, it has been found to be a useful means of assessing his general oral expressive abilities.

B. In collecting a sample, it is important to:

1. Use any toys, pictures, or social play which hold the child's interest and allow a high level of language performance.
2. Take the speech sample in a conversational setting with an adult rather than as an egocentric monologue or in play with other children.
3. For older children, the examiner might ask the child to relate a common fairy tale, favorite TV program, movie, etc.
4. Tape record approximately fifty consecutive utterances, all of which must be spontaneous and not exact repetitions of the examiner's stimulus language.
5. Obtain a large enough sample so that stereotyped utterances, perseverations, echolalic responses may be eliminated and fifty utterances will still remain.
6. A good technique is to repeat the child's exact utterance on the tape in order to facilitate later transcription, e.g. "My toy breaked tomorrow."

II. Analysis of Samples - For more specific information regarding developmental age norms for language, see: Beery, Language Disorders in Children.

Areas to assess:

A. Syntax and Morphology

1. Complete sentences - Each sentence should contain at least a noun and verb (and object) (and prepositional phrase)
   Incorrect: "Boy in the chair."
2. Word order - Any changes in word order are significant.
   Incorrect: What time it is? I draw it with (with it).
3. Verbs
   Incorrect: Subject verb agreement: "We see."
   Omission of auxilary: "We going." "You going home?"
   Inappropriate tense: "I go yesterday."
   Incorrect form: "I goed yesterday."
4. Pronouns - Substitution of one pronoun for another.
   Incorrect: Me go home.

5. Omission of: articles, conjunctions, prepositions.

6. Negatives - any incorrect usage is significant.

B. Semantics

Although the child's sentence structures may be syntactically correct, his language may not be appropriate within the context of the particular situation, e.g., bizarre thoughts, neologisms, inappropriate word usage, concreteness of thought, monologue, loose association. Word selection may be limited or repetitive. At times, because of word problems (dysnomia), the child exhibits frequent pauses, repetitions, circumlocutions, starters, or common associations.

C. Phonology

Is speech production intelligible? Are there frequent difficulties with sound sequencing - hostable/hospital, basketti/spaghetti?

D. Voice

Does the child's voice sound abnormally hoarse, breathy, high-pitched, low-pitched, hypernasal, monotonous?

E. Rate and Fluency

Is the child speaking abnormally fast or slow? Are there frequent pauses, repetitions, prolongations?

F. Quantity

Is the child's spontaneous speech greatly limited?

G. Quality

At times, a child's social use of language may appear normal but further investigation reveals a true language deficit,e.g., stereotyped responses.

III. Nonstandard American Dialects

It is very difficult to evaluate the language of a speaker of a nonstandard American dialect without sufficient knowledge of the rules by which its pronunciation and grammar are governed. The term nonstandard refers more to the speakers of the dialect than the quality of the language itself, in that it describes the low self esteem in which the speakers themselves are held. Nonstandard dialects perform the same language functions as do standard dialects. Thus, it is important to separate what is just a dialectal difference from what is a true language deviancy.

IV. Non-Native English Speakers

Difficulties may also arise in the evaluation of a language sample of a non-native English speaker. Frequently, persons learning English as a second language will display syntactic errors and vocabulary deficits which do not represent a specific language deviancy. For example, a native Spanish speaker will often make errors in word order, "regularize" irregular verbs, use only simple grammatic structures, and low level vocabulary. Idioms may be absent and language may sound somewhat rigid and stilted.

Source: Educational Planning Center, San Bruno

LEARNING STYLE INDICATOR CHECKLIST

The following checklist is an observation guide to be used by teachers when doing classroom observation. Caution is advised when attempting to determine a student's learning style. Once a student's learning style is determined, it is wise to emphasize the style in the planning of the teaching approach. But it is equally wise to provide some opportunities for a student to use the modes of learning that may not be preferred.

When using this checklist, look for clusters of behavior in the areas listed.

LEARNING STYLES CHECKLIST

STUDENT'S NAME______________________________ AGE________ GRADE____________

Visual Strength Indicator

_________ Is often one of the first to find the right page in a book or workbook. Often remembers where you put the book, record, etc., you mislaid.

_________ Uses balance, good spatial arrangement (perspective at a higher level) in his drawings and paintings.

_________ Displays a good sight vocabulary.

_________ High interest in drawing, coloring, and other art activities.

_________ Remembers information best when sees it in a written form.

_________ Often notices details on papers, on your desk, etc. Often catches your typographical errors.

_________ Tidy desk, puts things back where they belong. Likes the way things look when they are in order.

_________ Well coordinated, good sense of balance, even with eyes closed.

_________ Enjoys working puzzles.

Visual Weakness Indicator

_________ Often uses fingers to keep place while reading.

_________ Loss of place on a reading page and the skipping of words and lines when reading.

_________ Poor spacing of letters and words; crowding of words at ends of lines.

_________ When copying from the blackboard; often omits letters, words, and lines of print.

_________ Difficulty working with a crowded page of arithmetic problems.

_________ Limited memory for letter and number shapes.

_________ Limited sight vocabulary.

_________ Poor spelling of sight words.

_________ Omitting answers and problems on a work page.

Visual and/or Kinesthetic Motor Weakness Indicator

__________ Uneven or poorly formed written letters and lines.

__________ Difficulty with drawing and coloring within lines.

__________ Poor ball playing skills, particularly throwing and catching.

__________ Prints on incorrect lines on lined writing paper.

__________ Poor, illegible, or labored handwriting.

__________ Reversal of b's and d's.

__________ Difficulty copying designs.

__________ Short attention span for paper-pencil tasks.

Kinesthetic Motor Strength Indicator

__________ Enjoys and uses playground equipment, such as monkey bars, parallel bars, ropes, and balls. Often is good at sports.

__________ Likes to work with his hands and take gadgets, toys, and other objects apart and put them back together again.

__________ Often feels or touches objects, people, etc. he walks past or stands near.

__________ Likes to play with clay, sand, and other textured materials.

__________ Prefers to handle disagreements with peers with physical rather than verbal actions.

__________ Learns best by doing and experiencing.

__________ Learns best when allowed to trace and write letters.

__________ Uses expressive hand gestures when speaking.

__________ Uses hand gestures and facial expressions when he talks.

Auditory Strength Indicator

__________ Likes to play with words - makes up rhyming nicknames, poems, and jingles.

__________ Before child can read, child can remember his address and telephone number.

__________ Tells stories, jokes, etc. in an interesting manner.

__________ Often talks to himself or reads out loud.

__________ Has a good speaking vocabulary (sounds old for his age).

__________ Has good word attack (decoding and synthesis of sounds) skills.

__________ Responds readily to a phonetic reading program.

________ Often uses verbal excuses for misbehavior.

________ Can recite T.V. "commercials" word for word. Can sing T.V. commercial "jingles" word for word.

________ Enjoys singing, remembers words and tunes, can keep place in a round, or harmonize when older.

________ Can follow directions given orally.

________ Can call home on the telephone and find out and remember information given.

________ Likes poems, riddles, and jokes and can remember and retell them.

________ Readily remembers names of things, people, and places.

Auditory Weakness Indicator

________ Inability to follow verbal directions.

________ Attends to sounds other than teacher speaking.

________ Limited ability to verbalize reasons for answers.

________ Inability to work in a busy, noisy classroom.

________ Lack of memory for letter names.

________ Often mispronounces common words.

________ Use of inappropriate or substitute names for items (whatchamacallit, "you knows", cooking place for kitchen).

________ No sense of likeness and difference in sound.

________ Short, unsure oral answers. Avoids participation in verbal class activities.

________ Too soft or too loud a speaking voice.

________ Inability to remember words of songs, poems, jokes, and riddles.

________ Difficulty with phonetic concepts; poor word attack (decoding of sounds) skills.

________ Poor memory for phonetic sounds and difficulty with sound blending.

________ Immature speech patterns, sentence structure (baby talk).

________ Has difficulty finding the source or direction from which sound is coming.

Auditory and/or Kinesthetic Motor Strength Indicator

________ Enjoys music, singing, folk dancing, and rhythms.

Source: Child Service Demonstration Center
San Diego

STUDENT'S NAME ______________________________ AGE ______ GRADE __________

Other Learning Styles

________ Works best in a group

________ Prefers to work alone

________ Works best in morning

________ Works best in midday

________ Works best in afternoon

________ Works best if given extra time

________ Works best in a quiet place

________ Works best in a noisy place

Questions to Ask a Student

The easiest way for me to learn something is to:

________ read it

________ hear it

________ see it in pictures

________ try it

________ write it in my own words

________ explain it to someone else

Examples of Other Learning Strengths

________ Attentive

________ Cooperative

________ Creative, artistic

________ Imaginative

________ Willingness to work at a task (perseverance)

________ Social skills

________ Practical

________ Willing to cooperate

Source: Child Service Demonstration Center
San Diego

MOTOR PERFORMANCE INVENTORY

Name______________________________ Birthdate______________ C.A.__________

Grade________________ Date__________ Examiner______________________________

A. LOCOMOTION AND MOVEMENT:

Balances head	6 weeks
Reaches for familiar persons	3 months
Rolls over	4 months
Sits unsupported	6 months
Pulls self up	7 months
Moves about floor	9 months
Stands alone	11 months
Walks around room unattended	12 months
Stands on one foot with help	20 months
Tries to stand on walking board	22 months
Walks upstairs unassisted	24 months
Walks with one foot on walking board	27 months
Stands on one foot alone momentarily	29 months
Walks on tip-toes	30 months
Stands on walking board with both feet	31 months
Walks on-line 10 feet	31 months
Walks downstairs one step per tread	36 months
Walks on board with 2 or more steps	38 months
Hops on right foot two or three times	49 months
Stands with one foot before other - eyes closed 15"	4 years
Touches nose with forefinger, eyes closed	4 years
Makes circle withforefinger - eyes closed 15"	4 years
Balances on tip-toe, 10"	5 years
Hops 15 ft. on one foot	5 years
Balances on one foot for 10"	6 years

B. MANUAL:

Reaches unilaterally, 5 or 6	6 months
Grasps string	7 months
Secures pellet (whole hand)	8 months
Secures pellet with scissors-like grasp	9 months
Grasps with thumb and finger	9½ months
Secures pellet with pincer-like grasp	11 months
Unwraps toy - 8½ x11" - onion skin	14 months
Attains toy with stick	20 months
Closes oblong box	22 months
Folds paper squares twice	23 months
Cuts with scissors	2-2 years
Egg beater	2-3 years
Buttons four buttons in two minutes	2-10 years
Touches fingers with thumb	3-2 years
Folds square of paper three times	4-7 years
Rolls paper into ball with forefingers - 15"	5 years
Throws ball at target 5 feet away	6 years
Folds square of paper three times	6-6 years

C. LATERALITY (indicate R or L)

Eating____ Drawing____ Picking up and grasping objects____

Egg beater____ Throwing____ Pointing____ Kicking__________

(Selected items from Developmental Scales)

Source: Jean Chapman

OBSERVED BEHAVIOR CHECKLIST

Name of Child ______________________________ Age ____ Grade ____

Teacher ______________________________ Subject ______ Regular ____ Date ____

Please rate each statement by putting an (X) in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described behavior. The bases for making a judgment are given below:

(1) You have not noticed this at all.
(2) You have noticed this to a slight degree.
(3) You have noticed this to a considerable degree.
(4) You have noticed this to an uncomfortable (large) degree.
(5) You have noticed this to a very large degree.

	1	2	3	4	5
1. DYSGRAPHIA: Difficulty with the formation of letters when writing					
2. CONFUSION: in spelling					
3. DYSCALCULIA: inclined to become confused in number processes-gives illogical responses					
4. DYSLEXIA: Reading is poor					
reading cognition is poor					
5. DYSACUSIS: seems to have a hearing impairment which involves distortion of loudness or pitch, or both rather than loss in sensitivity; startles easily at loud sounds, or shows fear of loud noises					
6. DYSLOGIA: seems to have an impairment of reasoning powers					
7. ARTICULATION PROBLEMS: difficulty with formation of speech sounds; utterance of distinct syllables					
8. AUDITORY MEMORY: recall of auditory stimuli:					
immediate rote					
immediate meaningful					
delayed rote					
meaningful rote					
9. BEHAVIOR EXPLOSIVE: refers to violent reaction which does not appear in any way to be connected with the situation at hand					
10. BEHAVIOR PURPOSIVE: directed toward a goal					
11. CLUTTERING: bursting "nervous" speech marked by rhythmic disorders fluctuations in rate, frequent omissions and substitutions of sounds, tendency to scramble order of sounds, syllables, etc.					
12. CONCEPTUAL DISORDERS: disturbances of thinking					
reasoning					
generalizing					
memorizing					
other					
13. DEDUCTIVE REASONING: describes process of reasoning which moves from a whole to a part of parts					
14. DISTRACTIBILITY: attention easily drawn to extraneous stimuli, lacks continuity of effort and perseverance					

Observed Behavior Checklist (cont.)

	1	2	3	4	5
15. EXCESSIVELY METICULOUS: exacting, formalistic or pedantic					
16. ERRATIC: flighty or scattered behavior					
17. LACKS a variety of responses, repeats himself in many situations					
18. CRIES easily and often					
19. OFTEN more confused by punishment					
20. UPSET by changes in routine					
21. CONFUSED in following directions					
22. TENDS to be destructive, especially of the work of others					
23. EASILY led, does what peers suggest even though inappropriate					
24. MANIFESTS nervous tics, startle movements, etc.					
25. DEMANDS much attention, works better with individual supervision					
26. PREFERS to work by himself					
27. LACKS control in class; will speak out or jump out of seat					
28. DIFFICULTY with other children and/or adults					
29. SEEMS generally unhappy					
30. CONFUSED and apprehensive about rightness of response; indecisive					
31. OFTEN tells bizarre stories					
32. CLASSROOM comments are often "off the track" or peculiar					
33. MIRROR writes: confuses W and M; D and B, etc.					
34. PERSEVERATES: repeats words, actions, topics of conversation, etc.					
35. ASKS questions when problem or work is not understood					
36. PROFITS from the answer					
37. DOES homework					
38. MAKES good use of time in class					

SUMMARY

Primary problems in school:

Assets/ strengths successfully built upon:

Successful teaching techniques and strategies used:

Source: Unknown

PIAGET RIGHT-LEFT AWARENESS TEST

*Child Development
Vol. XXXI, No. 1
(1965), 57-71

INSTRUCTIONS:

A. Show me your right hand.______(R)
Now show me your left hand.______(L)
Show me your right leg.______(R)
Now show me your left leg.______(L)

B. (Sit opposite the child)
Show me my right hand.______(R)
Now show me my left hand.______(L)
Show me my right leg.______(R)
Now, my left leg.______(L)

C. (Place a coin on the table left of a pencil in relation to the child.)
Is the pencil to the right or to the left?______ (R)
And the penny--is it to the right or to the left?______ (L)
(Have the child go around to the opposite side of the table.)
Is the pencil to the right or to the left?______ (L)
And the penny--is it to the right or to the left?______ (R)

D. (Sit opposite the child with a coin in your right hand and a bracelet or watch on your left arm.)
You see this penny. Have I got it in my right hand or in my left?______ (R)
And the bracelet, is it on my right arm or my left?______ (L)

E. (Place three objects in front of the child: a pencil to the left, a key in the middle, and a coin to the right.)
Is the pencil to the left or to the right of the key?______ (L)
Is the pencil to the left or to the right of the penny?______ (L)
Is the key to the left or to the right of the penny?______ (L)
Is the key to the left or to the right of the pencil?______ (R)
Is the penny to the left or to the right of the pencil?______ (R)
Is the penny to the left or to the right of the key?______ (R)

TABLE III

Norms for the Piaget Right-Left Awareness Test

Age	Items Passed by 75% of Age
5	A
6	A
7	A,C
8	A, B, C, D
9	A, B, C, D
10	A, B, C, D
11	A, B, C, D, E

DIRECTIONS USING LOCATION ON PAPER:

1. Put two X's on the upper right corner of the paper.______
2. Put three circles on the lower left corner of the paper.______
3. Put one cross on the middle of the paper.______
4. Draw a line from the upper left corner to the lower right corner of paper.______

---

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QUICK LEARNING STYLE CHECK SHEET

Name______________________________ Grade______________

Birthdate________________ Phone number____________________

Address____

Parents' names____

Best time to catch parents at home____________________________

CIRCLE WHAT APPLIES TO YOU BEST (if necessary, read to student)

I am most alert for learning new things in the:

1. early morning 2. midday 3. late afternoon 4. evening.

The easiest way(s) for me to learn something is to:

1. read it 2. hear it 3. see it in pictures 4. try it 5. write it in my own words 6. explain it to someone else 7. draw a diagram or picture of it.

The kinds of learning situations that bother me most are:

1. large group sessions 2. small group sessions 3. using learning games such as spelling bees 4. working with a partner who chose me 5. working with a partner the teacher chose for me 6. working with a partner I don't know 7. working by myself 8. working on team projects 9. working in a very quiet place 10. working in a very noisy place 11. being interrupted while I'm working 12. having to take a break in the middle of my work 13. having to stop when I'm not finished 14. having nothing to do while I wait for others to finish.

Source: Child Service Demonstration
Center, San Diego

SAN DIEGO STATE COLLEGE - QUICK ASSESSMENT

The following is an oral screening device for use in classrooms and clinics. A skilled clinician can in a matter of 3 minutes ascertain a reading level and can gain some knowledge of the student's word attack skills.

Each list of 10 words should be typed on an index card so that the child doesn't ever see more than 10 words at a time. Write in the words that the child substitutes.

PP	Primer	1
see ____	you ____	road ____
play ____	come ____	live ____
me ____	not ____	thank ____
at ____	with ____	when ____
run ____	jump ____	bigger ____
go ____	help ____	how ____
and ____	is ____	always ____
look ____	work ____	night ____
can ____	are ____	spring ____
here ____	this ____	today ____

2	3	4
our ____	city ____	decided ____
please ____	middle ____	served ____
myself ____	moment ____	amazed ____
town ____	frightened ____	silent ____
early ____	exclaimed ____	wrecked ____
send ____	several ____	improved ____
wide ____	lonely ____	certainly ____
believe ____	drew ____	entered ____
quietly ____	since ____	realized ____
carefully ____	straight ____	interrupted ____

5	6	7
scanty ____	bridge ____	amber ____
certainty ____	commercial ____	dominion ____
develop ____	abolish ____	sundry ____
considered ____	trucker ____	capillary ____
discussed ____	apparatus ____	impetuous ____
behaved ____	elementary ____	blight ____
splendid ____	comment ____	wrest ____
acquainted ____	necessity ____	enumerate ____
escaped ____	gallery ____	daunted ____
grim ____	relativity ____	condescend ____

8

capacious ____________
limitation ____________
pretext ____________
intrigue ____________
delusion ____________
immaculate ____________
ascent ____________
acrid ____________
binocular ____________
embankment ____________

9

conscientious ____________
isolation ____________
molecule ____________
ritual ____________
momentous ____________
vulnerable ____________
kinship ____________
conservatism ____________
jaunty ____________
inventive ____________

10

zany ____________
jerkin ____________
nausea ____________
linear ____________
inept ____________
legality ____________
aspen ____________
amnesty ____________
barometer ____________
gratuitous ____________

11

galore ____________
rotunda ____________
capitalism ____________
prevaricate ____________

12

risible ____________
exonerate ____________
superannuate ____________

13

luxuriate ____________
piebald ____________
crunch ____________

ANALYSIS

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.
2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

Error	Example
reversal	*ton* for *not*
consonant	*now* for *how*
consonant clusters	*state* for *straight*
short vowel	*cane* for *can*
long vowel	*wid* for *wide*
prefix	*inproved* for *improved*
suffix	*improve* for *improved*
miscellaneous	(accent, omission of syllables, etc.)

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

SELECTING BEHAVIORAL TARGETS

Name: ______________________________ Date: ____________________________

Teacher: ______________________________

School: ______________________________

Please mark the desirable and undesirable behaviors which best describe the student.

TASK SKILLS

Generally desirable behaviors:

____ Following directions, responding to teacher's direction
____ Shifts easily to new tasks
____ Works independently
____ Asking for help or attention appropriately (by raising hand or using signal)
____ Completes assignments

Comments: ____
____

Generally undesirable behaviors:

____ Looking elsewhere, out the window, scanning around room, staring into space
____ Handling nontask items
____ Talking to peers
____ Shouting out to teacher or peers
____ Inappropriately moving around room

Comments: ____
____

SOCIAL SKILLS

Generally desirable behaviors:

____ Responding to social contact, e.g., will answer back when spoken to
____ Initiating social contact, e.g., will join a small group
____ Contributes ideas to class discussions
____ Shares materials
____ Speaks before a group

Comments: ____
____

Generally undesirable behaviors:

___ Does not answer when spoken to
___ Stays to himself
___ Hits other children, pokes, shoves, pinches, spits
___ Name calling and/or unacceptable language

Comments: ____
____

READINESS SKILLS

___ Can arrange pictures in a sequence to show cause-effect relationship
___ Can tell if two words sound alike or different
___ Can speak in complete sentences

Comments: ____
____

ACADEMIC SKILLS

___ Can say letter names
___ Can say letter sounds
___ Can say consonant blends
___ Can add and re-group
___ Can subtract and re-name
___ Can multiply one and two digit multipliers
___ Can divide one and two digit divisors

Comments: ____
____
____
____

Source: Bill Wright
Rowland Unified
School District
Rowland CA

PRE-POST OBSERVATION SCALE

Name: ______________________ Teacher: ______________________
Age: ________ Grade: ______ Date: ______ School: ______________________

Place an x in the appropriate space following each statement. The numbers represent how often you observe the described behavior

	Seldom seen or not observed	At least once a day	At least once an hour	Every few min.
MOTOR				
1. Clumsy, bumps into things or persons				
2. Facial gestures				
3. Restless; squirms, rocks in seat				
4. Out of seat				
5. Talks out				
6. Slow to move and respond, less active than peers				
7. Speech distortions, mispronounced, garbled, stutters				
8. Awkward when catching, throwing, or in game activities				
ATTENTION				
9. Short attention span				
10. Fails to finish task started				
11. Does not follow a sequence of directions				
12. Cyclic, performance more changeable than peers				
13. Classroom comments off the track, misses point				
14. Loses thought while speaking or shifts abruptly to another				
15. In world of own, preoccupation				
16. Copes poorly with changes in routing or unexpected events				
LEARNING-ACADEMIC				
17. Reading difficulties				
18. Arithmetic difficulties				
19. Seems unable to communicate thoughts, lacks needed words				
20. Difficulty reasoning things out logically				
21. Confused sense of time/space/direction				
22. Reading/writing reversals				
23. Poor retention; forgets materials just learned				
EMOTIONAL				
24. Upset by failure, cannot accept losing				
25. Cries easily				
26. Complains of minor hurts and/or feeling sick				
27. Sullen, irritable, unhappy				
28. Insists, ""I can't do it," before attempting task				
29. Runs away from school				
30. Does not tolerate delay in gratifying demands				

Pre-Post Observation Scale (Continued)

SOCIAL

	Seldom seen or not observed	At least once a day	At least once an hour	Every few minutes
36. Seeks physical contact with peers				
37. Elicits negative reaction from peers				
38. Reports self-behavior differently than others				
39. Resists directions and procedures of classroom				
40. Loner				
41. Seeks adult attention and/or physical contact				

COMMENTS:

Source:

Adapted from Bill Wright's Observation Scale
Rowland Unified School District
Rowland, California

TARGETING BEHAVIOR

Observation Form

Environment: ______________________________

Student: ____________________ Date: ______________

Time	Behavior	Environmental Events

BASELINE DATA SHEET

Student's Name: ______________________

TIME and DATE	Out of seat	Talk out	Facial expressions or gestures	Body contact - hit, kick, etc.	Does not start work on time	Off task	Noncompletion of task	Teacher re-directed to task	On task time

Observer's Name ______________________

Observer's Name ______________________

Observer's Name ______________________

Observer's Name ______________________

Teacher or Ed. Specialist ______________________

BASELINE DATA SHEET

(Sample)

First day in DISC

Student's Name: ______________________

TIME and DATE	Out of seat	Talk out	Facial expressions or gestures	Body contact - hit, kick, etc.	Does not start work on time	Off task	Noncompletion of task	Teacher re-directed to task	On task time
9:30 9:40	1	~~1111~~11			1	~~1111~~ 11	11	~~1111~~	4 min. 11 sec.

10:00 10:10	~~1111~~ 11			(11) ↑ *pushing*	~~1111~~ ~~1111~~ ~~1111~~ 1	~~1111~~ ~~1111~~ 1	~~1111~~ ~~1111~~ 1		1 min. 4 sec

Target Behavior: *Decrease off task behaviors.*

Objective(s): *Allen will be on task for 20 minutes when alternating in seat with center work with interesting and high success materials at his level as measured by baseline data collected weekly.*

SPELLING ANALYSIS

DIRECTIONS:

1. Select the last five words student identified correctly on the word recognition part of the WRAT.
2. Select five words the student did not correctly identify.
3. Use these ten words for a spelling test.
    a. Dictate words orally
    b. Student writes words

ANALYSIS:

1. Look for student attempts at phonetic spelling of known words.
2. Look for student attempts at visualizing known words.
3. Compare spelling attempts of known to unknown words.
4. Look for student attempts at phonetic spelling of unknown words.
5. Look for visual and auditory sequencing difficulties.
6. Look for reversal tendencies.

If a student consistently attempts a phonetic approach, the student may be relying more strongly on the auditory skills. If a student spells some of the words correctly from memory, he may be relying more strongly on the visual skills. If a student has a lot of difficulty with both the reading and spelling of words, he may not be utilizing either auditory or visual skills.

Spelling analysis can provide some indication of a student's approach to learning. A spelling analysis can also provide some guidelines for the following two questions:

1. Is the student using an auditory or visual, or neither approach to reading and spelling.
2. What are the student's strengths and what skills does the student need to strengthen.

The importance of this analysis is that this information could be used in planning teaching approaches for the student. This is an excellent assessment tool to utilize with regular classroom teachers.

Source: Child Service Demonstration Center
San Diego

STUDENT INTERVIEW

(High School)

Name ____________________ Age __________ Date ____________________

School/Grade ____________________ Homeroom Teacher/Counselor ______________

1. Names and ages of brothers and sisters? ____________________
____

2. What are your regular responsibilities at home? ____________________
____

3. Do you get a regular allowance? ____________________

4. What pets do you have? ____________________

5. Do you have a TV set? __________ a stereo? __________

6. What tools or sports equipment do you regularly use? ____________________
____

7. What do you like best about your home life? ____________________
____

8. How often do you go to the movies? ____________________

9. Which movies have you liked best? ____________________
____

10. Do you go to:

    basketball games? ________
    baseball games? ________
    football games? ________
    soccer games? ________
    tennis matches? ________
    swimming meets? ________
    rock concerts? ________
    other concerts? ________

11. What hobbies and/or collections do you have? ____________________
____

12. Have you been to:

a museum?_____ which one(s)?____

a summer camp?______ where?____

backpacking?________ where?____

a ranch?_________ where?____

a trip by boat?__________ airplane?______ where?__________________

13. What states have you visited?______________________________________

14. What vacation trips have you most enjoyed?__________________________

15. Have you taken classes in:

art?_____ dancing?_______

music?_______ church school?______

16. What music groups do you like best?_________________________________

17. What are your favorite TV shows?____________________________________

18. What type of books and magazines do you like to read?________________

____

19. Do you have a Social Security card?_________________________________

20. Do you have a California driver's license?__________________________

21. Do you work for pay?____

22. What do you want to accomplish after graduation?____________________

____

23. How do you spend your money?_______________________________________

24. What are the names of your closest friends?_________________________

25. What clubs or youth groups do you belong to?_________________________

____

There are no norms for this interview sheet; however, the interviewer should be able to estimate areas in which experience is lacking or meager.

SWEETWATER CRITERION REFERENCED READING TEST

Reading Diagnostic Profile Sheet

Name________________________________ Sex______ School____________________

Grade_______ Period_______ Date_________ Level______ Teacher_________________

Key:
+ = pass
— = fail or not answered
* = R.O. not tested at this level
_____ = sub-test not attempted
X = not tested by CRRT
1A, etc. = cluster of skills
________ total score

1.0 WORD RECOGNITION

	1.1	Id. silent consonants	
	1.2	Id. consonant blends	
	1.3	Id. diagraphs	1A
	1.4	Id. long vowels, inc. y	
	1.5	Id. short vowels, inc. y	
	1.6	Id. vowel diagraphs, inc. sil. -e	
	1.7	Id. dipthongs	
	1.8	Id. r-controlled vowels	
	1.9	Id. schwa sound	
	1.10	Id. rhyming words	1B
	1.11	Id. number of syllables	
	1.12	Categorize by syllab. patterns	
	1.13	Org. scram'd syll's into wds	1C
	1.14	Id. words by configuration	1D
X	1.15	Pronounce "Dolch List"	1E
	1.16	Alpha. words-different letters	
	1.17	Alpha. words-same letters	
	1.18	Alpha. words-two + same letter	1F

2.0 VOCABULARY

	2.1	Id. base word of word w/prefix	
	2.2	Id. base word of word w/suffix	
	2.3	Const. word by adding affix	
	2.4	Class. word by meaning of suffix	
	2.5	Id. corr. sp. of base word w/suffix	
	2.6	Id. affixes	
	2.7	Id. base wd of deriv. wds.	
X	2.8	Build words from given root	2A
	2.9	Id. meaning of contractions	2B
	2.10	Id. synonyms	
	2.11	Id. antonyms	
	2.12	Id. homonyms	2C
	2.13	Id. pronoun referents	
	2.14	Match describ. wds to anteced.	2D

2.0 VOCABULARY (cont.)

	2.15	Id. meanings of figures of speech	
	2.16	Use context clues	2E

3.0 COMPREHENSION

	3.1	Select wds. for given categ.	
	3.2	Categorize given words	
	3.3	Div. statements by com. charact.	
	3.4	Make sub-titles for sections	3A
	3.5	Id. mean. phrases/oral read.	3B
	3.6a	Id. core in sentence	
	3.6b	Id. details in sentence	
X	3.7	Write complete sentence	
	3.8	Id. main thought in sentence	3C
	3.9	Id. stated M.I. of paragraph	
	3.10	Id. para. w/missing M.I.	
	3.11	Id. title for fact. article	
	3.12	Id. M.I. for fact. article	
	3.13	Id. inferred M.I. of para.	
X	3.14	State inferred M.I. of para.	3D
	3.15	Id. fact details in selection	
	3.16a	Choose best outline of selection	
X	3.16b	Org. details into given outline	3E
	3.17	Id. missing facts to solve prob.	3F
	3.18	Id. para. related to given topic	
X	3.19	Write para w/M.I. & details	3G
	3.20	Sequence scram. pictor'l mat'l	
	3.21	Sequence scra. phrases or sents	
	3.22	Id. time seq. rela. in para.	
	3.23	Id. seq. of directions in para.	3H
	3.24	Id. stated con/comp. rela. sent.	
	3.25	Id. infer'd con/comp. rela. sent.	
	3.26	Id. stated con/comp. rela. para.	
	3.27	Id. infer'd con/comp. rela. para.	3I
	3.28	Id. stated c/eff rela. sent.	
	3.29	Id. infer'd c/eff rela. sent.	
	3.30	Id. stated c/eff rela. para.	
	3.31	Id. infer'd c/eff rela. para.	3J
	3.32	Id. facts which val. conclusion	
	3.33	Id. para. w/inaccurate concl.	3K
	3.34	Id. overgeneralized statements	3L
	3.35	Id. facts approp. to a gen'l'z'n	
	3.36	Sel. gen'l'z'n for given facts	3M
	3.37	Make logical prediction	3N
	3.38a	Id. facts (vs opinion)	
	3.38b	Id. opinions (vs facts)	3O
	3.39	Select best summary statement	3P
X	3.40	Make outline of article	
X	3.41	Wr. notes, outl. form, by listen	3Q
	3.42	Complete analogies	
	3.43	Id. rela. of completed analogies	3R
	3.44	Id. devel. patt. of articles	3S
	3.45	Id. propaganda techniques	3T

4.0 STUDY SKILLS

______	4.1	Use Table of Contents	
______	4.2	Id. contents in text	
______	4.3	Id. headings in index	
X	4.4	Use index/organiz. res. mat'l	4A
______	4.5	Use guide words in dictionary	
______	4.6	Id. wds. w/diacritical marks	4B
______	4.7	Id. library resource material	
______	4.8	Id. subject re: Dewey Dec. Sys.	4C
______	4.9	Read scale & legend of a map	
______	4.10	Read diagrams, tables & charts	
______	4.11	Read graphs	4D
______	4.12	Id. best ways to answer test quest.	
______	4.13	Id. questions suitable for SQ3R	4E

Source: Sweetwater Union High School District
Chula Vista, California

TAKING A HANDWRITING SAMPLE

1. Ask student to write first and last name.
2. Ask student to copy a (previously prepared) model sentence.

Behavior to Observe during a Handwriting Sample

____ Head too far from or too close to writing surface
  ____ close
  ____ far

____ Tense or cramped hand, arm and body muscles
  ____ hand
  ____ arm
  ____ body

____ Awkward body posture
____ Inappropriate pencil grip

Pressure
  ____ too hard
  ____ too light

____ Unusual or inappropriate slant of the paper

Smoothness of flow during handwriting sample
  ____ smooth
  ____ labored

Analyzing the Handwriting Sample

____ Poorly spaced letters
____ Poorly or incorrectly formed letters
____ Unevenness of letters (some tall, some small)
____ Small or cramped letters
____ Unusual slant of the handwriting sample
____ Illegible letters
____ Disconnected letters when they should flow and be connected
____ Inability to write on the line
____ Smudges, excessive erasing

Source: Mary Hopper
Child Service Demonstration
Center - San Diego

THE WAY IT IS ---

INCOMPLETE SENTENCES

Name____________________________ Grade________ Date______________________

1. In sports - - -
2. My favorite sport - - -
3. I think that school - - -
4. My best friend is - - -
5. I am unhappy sometimes because - - -
6. The thing that bothers me most is - - -
7. When my father says "mad words" at me - - -
8. My school work - - -
9. When my sister and I argue I - - -
10. Boys - - -
11. Girls - - -
12. Close friends are needed when - - -
13. Sometimes - - -
14. When my mother says "mad words" at me - - -
15. When my parents argue I - - -
16. In arithmetic - - -
17. When my brother and I argue I - - -
18. When my father gets mad at me I - - -
19. My older sisters always get to - - -
20. My teacher thinks - - -
21. Reading - - -
22. When my mother gets mad at me I - - -
23. My older sister thinks that - - -
24. My friends - - -

25. I am afraid when - - -

26. When I become upset or mad, usually it is because - - -

27. My father - - -

28. My older brother always - - -

29. My younger brother always - - -

30. My mother - - -

31. Sometimes I get so mad - - -

32. Usually when I play with my friends - - -

33. When I think of school - - -

34. The principal - - -

35. When my teacher gets mad at me I - - -

36. My spelling - - -

37. My handwriting - - -

38. My art work - - -

39. Singing songs - - -

40. I wish I could be like - - -

41. I wish I could be like _______ because - - -

42. I don't like - - -

43. The most fun I have is when - - -

44. When I talk - - -

45. Of all the things in the world, I would like to - - -

46. People usually have it in for me because - - -

47. I usually get blamed when - - -

48. If I had three wishes - - -

49. I like - - -

50. Television - - -

Source: Unknown

TIME

Name________________________ Age________ Date____________

Examiner____________________

I. CONCEPT

A. Past

1. What day was yesterday?____________________
2. What did you do last night?____________________
3. Did you go to school yesterday?____________________
4. What did you eat for breakfast today?____________________
5. What did you do before breakfast?____________________
6. What did you do last summer?____________________
7. What grade were you in last year?____________________

B. Present

1. What day is today?____________________
2. How old are you now?____________________
3. What are you doing now?____________________
4. Where is your father today?____________________
5. Are you eating lunch at home today?____________________
6. Where is your mother?____________________

C. Future

1. What day will tomorrow be?____________________
2. How old will you be on your next birthday?____________________
3. Where will you sleep tonight?____________________
4. Where will you be tomorrow?____________________
5. When are you going home?____________________
6. What grade will you be in next year?____________________
7. What are you doing after school today?____________________

D. Relationships - Before and After

1. What day comes after Sunday? ________
2. What do you do after dinner? ________
3. What day comes before Friday? ________
4. What month comes before March? ________
5. What month comes after June? ________
6. What month comes before January? ________
7. What year comes after this one? ________
8. What meal comes before lunch? ________
9. What season comes before summer? ________
10. When does the sun come up (get light)? ________

E. Relationships - Length of Time

1. Which is longer, a day or a week? ________
2. Which is longer, a month or a year? ________
3. Is an hour shorter than a minute? ________
4. Is a year shorter than a month? ________
5. Which is shorter, a second or a minute? ________
6. Which is shorter, an hour or a half hour? ________

II. AUTOMATIC

A. Sunday - Monday - Tuesday - Wednesday - Thursday - Friday - Saturday # ____

B. January - February - March - April - May - June - July - August - September - October - November - December # ________

C. Spring - Summer - Fall (Autumn) - Winter # ________

D. How many?

Seconds in a minute? ____ Days in a month? ____

Minutes in an hour? ____ Days in a year? ____

Hours in a day? ____ Weeks in a year? ____

III. Clock

A. Set:	1.	6:00 ________	B. Read:	1.	5:00 ________
	2.	3:30 ________		2.	12:30 ________
	3.	1:15 ________		3.	3:15 ________
	4.	5:45 ________		4.	4:45 ________
	5.	7:25 ________		5.	9:55 ________

TIME (cont.)

IV. COMMENTS:

Source: Child Service Demonstration Center
San Diego

PART III

INTERVENTION

INTERVENTION MATERIALS MATRIX

The information compiled in the Intervention Materials Matrix grew from the need to identify and procure commercially prepared instructional materials reflecting the most recent needs in special education, specifically the implementation of PL 94-142. This matrix gives suggested sources of published intervention materials with an accompanying brief description. The reader is invited to add to the blank matrix form those materials which have value in special education.

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Academic Activities for Adolescents with Learning Disabilities	PM	A practical handbook for regular and special classroom teachers. Offers remediation and teaching techniques in visual and auditory perception, language, neurosensory integration, behavior and socialization, reading, conceptualization, and extended thinking. Refers to the Giles Screening Instrument and offers other approaches to assessment grade level.	Teenagers - Adaptable to any grade level	Learning Pathways
Basic Life Functions Instructional Program Model	PM	Curriculum guide for exceptional children. Ten areas are addressed. Aimed at "trainable" levels but some activities are appropriate for higher functioning individuals.	K-12	DPI Publications
Curriculum Assessment Resources Evaluation (CARE)	PM	A performance based curriculum for special education programs in four major areas: language/communication, independent living-skills, psycho-motor, social-emotional.	Birth through high school	Los Angeles County Department of Education
C.A.R.E. Curriculum Activities for Relevant Education	PM	A collection of career activities.	K-8	La Mesa-Spring Valley School District
Distar Reading Program	PM	Specific programmed material with auditory and sound blending emphasis. Supplementary written materials available.	K-8	Science Research Associates SRA

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Edmark Reading Program	PM	A sequential multisensory approach to teaching reading to retarded readers.	Pre-school-primary grades	Edmark Associates
EXPANDING	PM	A collection of intervention ideas, reinforcers, contracts, etc.	1-6	San Francisco Child Service Demonstration Center
Experimental Handbooks for the Teaching of Exceptional Children	PM	A series of five intervention handbooks written in a "cook-book" format. Areas covered are: teaching through strengths, auditory perception, visual perception, conceptualization and motor skills.	1-12	San Diego Child Service Demonstration Center
Individual Learning Disabilities Classroom Screening Instrument Adolescent Level	PM	A manual including remedial and preventive techniques for each area assessed by the screening portion. Offers lists of related materials and job information sources.	4-12	Learning Pathways
Inservice in Individualized Instruction	PM	A series of handbooks which provide information and instruction in preparing for individualized instruction. Some of the areas included are: assessing and diagnosing the needs of a student, prescription, using and writing learning contracts in individualized instruction, competency based education, resource and learning center environments.	K-12	San Diego County Department of Education

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
A Junior High Career Guidance Program	PM	Describes in sufficient detail concepts of career centers and community exploration as developed within a school-community setting. Information component begins with kindergarten. The second and third components focus on junior high.	K-8, could be used K-6 & 7-4	La Mesa-Spring Valley School District
Kennedy Math Program	PM	A sequential, complete approach to the teaching of math operational skills.	1-6	San Diego Child Service Demonstration Center
The Language of Directions	PM	A series of workbooks containing written exercises to teach following directions.	1-12	Alexander Graham Bell Association for the Deaf
Language Disabilities in Children and Adolescents	PM	This book provides a framework for understanding the nature and treatment of children with language/learning disabilities.		Chas. E. Merrill Publishing Co.
Locating and Correcting Reading Difficulties 2nd ed.	PM	A manual for developmental, corrective and remedial reading levels. The format takes each type of reading problem and gives it a label, definition, discussion and recommendations. Informative appendix section.	Adaptable to any level.	Chas. E. Merrill Publishing Co.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Masters' Reading Program	PM	A multisensory approach to teaching reading.	1-6	University Park Press
Observation, Tests, and Materials	PM	A resource listing of commercially published materials and how they relate to various areas of intervention.	1-12	San Diego Child Demonstration Center/HAPI
Peabody Language Kits	PM	Kit contains ideas, lesson plans and materials for teaching a variety of language skills.	pre-school - 6	American Guidance Service
Peabody Rebus	PM	A visual approach to reading and learning language concepts.	pre-school - 5	American Guidance Service
Point System Program for High School L. H. Students	PM	Provides a structured system that gives feedback to the student pertinent to work habits, behavior, attitudes, etc, to help build positive attitudes that will carry over to the other classes and eventually apply to work	7-12	San Dieguito High School L.D.G. Classes

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

* *Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
RADEA	PM	A program of structured, developmentally sequenced tests, a la Piaget covering 5 main areas (visual perception, auditory perception, perceptual motor, oral language, functional living) divided into 4 levels.	devel. ages 0-7 yrs.	Melton Book Co.
Reading Activities in Content Areas An Ideabook for Middle and Secondary Schools	PM	Techniques for teaching content through language involving teacher strategies for vocabulary development and generating understanding. Activities for learning content through language in each subject area.	mid. & sec.	Allyn & Bacon, Inc.
Read On!	PM	A program for those having little or no competence in basic reading. A tutor guided sequence of 10 books, 10 workbooks, a teachers guide including two placement tests.	teens - adults	Literacy Volunteers of America, Inc.
The Secondary Resource Specialist in California: Promising Practices	PM	A rich resource of teaching ideas including -- structure and management, establishing communication links, assessment and instructional planning, curriculum, inservice; references on programs, tests, professional resources.	all	Foreworks
Selected Sources of High Interest-Low Difficulty Reading Material	PM	A listing of recommended major references and all major educational publishers of appropriate reading material of high interest/low difficulty.	upper elem. thru high school	San Diego State University (Dr. George Becker, Education Department)

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Sequential Testing and Educational Programming for the Secondary Student (STEP)	PM	A handbook for evaluating strengths and weaknesses. Assesses developmental skills ordinarily learned between ages one and eleven (sensory, pre-symbolic, symbolic, conceptual and affective) in a manner appropriate for use with the older student. Includes a format of specific information which moves from goals/objectives to assessment to strategies to books and materials (excellent source list).	7-12	Academic Therapy
Steady Job	G	Vocational entry skills in a game format.	7-12	Mayfex Association
System FORE (Materials Section)	PM	A listing of commercially published materials which are keyed to objectives in the areas of math, reading and language, and motor skills. Includes a set of objectives to use as a guide when planning a pre-vocational, vocational curriculum. Levels 0-18: ages 6 mos. to 10 yrs. Levels 9-32: 10 yrs. to 14 yrs. (Secondary Kit)	CA 0-14 yrs.	Foreworks
A Survival Manual: Case Studies and Suggestions for the Learning Disabled Teenager	PM	Handbook of ideas for parents and teachers to use with learning disabled adolescents. Focuses on increasing awareness of the various styles of learning and how to teach through the preferred learning style(s). The manual offers case studies, remediation techniques, identification aids and a good resource list.	teenage	Treehouse Associates
A Task-Oriented Employment Program for the Handicapped Student. Project TORS	PM	An employment orientation program for students with special needs, e.g. slow learners. Components include simulated training in building maintenance, clerical skills, and small engine repair.	sec.	New Brunswick Public Schools

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

*Source: *See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Teaching Interpersonal Social Skills	PM	A handbook containing games, contracts for teaching interpersonal social skills, and behavior management techniques.	1-12	San Diego County Department of Education
Teaching Mildly Handicapped Children in Regular Classes	PM	A text and resource work in three parts: The Exceptional Child and Special Education; Teaching Academic Skills to Mildly Handicapped Children (Major Section); Techniques and Resources for Modifying Behaviors.	K-12	Charles E. Merrill Publishing Co.
Teaching the Moderately and Severely Handicapped	PM	An extensive, broadly based curriculum in three spiral-bound volumes: Vol. I. Behavior, Self-Care and Motor Skills; Vol. II. Communication, Socialization, Safety, Leisure Time Skills; Vol. III. Functional Academics.	incl. EMR levels	University Park Press
These Kids Don't Count	PM	A practical approach to teaching math operations based on counting.	preschool - primary grades	Academic Therapy Publications
The UnGame	G	A game approach to learning to communicate and share feelings.	10 - adult	UnGame Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Vocational Entry Skills for Secondary Students	PM	A complete manual of activities to establish vocational entry skills.	7-12	Academic Therapy
What to Do After the Experts Leave	PM	A collection of intervention ideas, reinforcers, etc.	1-6	San Francisco Child Service Demonstration Center

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

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INTERVENTION MATERIALS MATRIX

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**Source: See Appendix for vendor's address*

SAMPLE RESOURCE MATERIALS:
Unpublished Instructional Techniques and Materials

This collection contains unpublished instructional materials and techniques developed and tested by special education teachers/specialists. Readers are encouraged to add their own collections to the one begun here.

Materials in this section have been reproduced with permission of the authors and no further duplication should be made without their authorization. Appropriate bibliographic information is noted for all published material. Also, the sources of all unpublished materials, when known, are acknowledged.

SAMPLE RESOURCE MATERIALS

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SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Academic

Purpose:

Activities for teaching basic reading skills.

Materials:

As listed.

Procedures:

MATERIAL	ACTIVITY	SKILL
TELEPHONE BOOK		
Look on the inside cover . . .	Circle a 🔥 Underline a ⊕ Put a square around "FBI" Circle a 🛡	Prereading Following directions Recognizing symbols for various emergency numbers Auditory and/or visual discrimination
Look at the area code map of the United States	What state would you live in if your area code was 208, 913, 703, etc.? What time zone would you live in if your area code was 808, 303, 913, 304, 506?	Decoding Word recognition of the various states Map reading Number recognition
Using the table of contents	What page would you turn to if you wanted to: 1. Call another party on your line 2. Find out the correct time 3. Learn the weather forecast 4. Report an out-of-service number 5. Ask a question about your bill 6. Report annoying calls	Decoding Following directions Locating skills

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

MATERIAL	ACTIVITY	SKILL
TELEPHONE BOOK (cont.)		
Map showing areas listed in this directory	How many local areas are within your calling area? If you wanted to call City X would it be a toll call?	Following directions Counting Word recognition
Long distance call guide	How much would it cost you to make a three-minute call from L.A. to Baltimore: 1. MON-FRI 8 am-5 pm 2. Any night from 11 pm-8 am If you dialed direct how much would it cost? If you asked the operator? Which would be the cheapest?	Using a chart Following directions Comparing and contrasting
General information	What should you do if you receive anonymous telephone calls? What does it mean when you hear a "beep" tone every 15 seconds?	Comprehension Literal understanding
White pages	Mrs. Margaret Black's number is listed before ________ and after ________ which names? If you are looking for Robert Smith's number would you find it before or after Louis Smith's? If you are looking for Harold T. Jones' number would you look before or after Harold M. Jones?	Alphabetical order at various levels

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

MATERIAL	ACTIVITY	SKILL
TELEPHONE BOOK (cont.)		
Location of central office codes	What local area would you live in if the first three numbers of your phone were 730, 833, 675, 352, etc.?	Decoding Word recognition of cities
Yellow pages	Under which main heading might you find: 1. A door-to-door milkman 2. Specialists in swimming pool lighting 3. A health salon 4. Chinese carry-out food service 5. A cab to take you to the airport	Word recognition Categorizing
NEWSPAPERS		
Advertisements - select similar ads from different stores	You want to purchase a stereo radio and record player. Where will you get the most for your money?	Comprehension Reading for detail Compare and contrast
	There are five grocery stores near you: (Select five ads) Plan a meal for five people. You have $10 to spend. What will you purchase? Where will you purchase it? Why? List your items.	Compare and contrast Math skill
	Where can you buy one dozen oranges for the lowest price?	Nutritional ability
Classified advertising	As a general office worker or gal Friday where can you make the most money? What qualifications do you need?	Comprehension Alphabetizing Reading for detail Critical reading

MATERIAL	ACTIVITY	SKILL
NEWSPAPERS (cont.)		
Neighborhood movie guide	Where can you go to see (Movie A)? What time(s) does it start? How is it rated? You would like to see (Movie B) but have time to see only a single feature. What theatre will you go to? How long is the movie?	Comprehension Reading for detail
Front page news story	Read this . . . news story. Answer the following questions: who, what, where, why, when and how. How far did you have to read before finding the answers? Can you find any opinion in this story?	Comprehension Reading for detail Distinguishing between fact and opinion
Headlines	Cut out words from various headlines: 1. Make synonym-antonym games 2. Match them to pictures 3. Make sentences	Prereading Word recognition Sentence building
Food section	Select a simple recipe; prepare it and eat it. Using language experience have the child retell the process in correct sequence.	Comprehension Following directions Decoding Sequencing

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

MATERIAL	ACTIVITY	SKILL
NEWSPAPERS (cont.)		
Comic strips	Select a noncontinuing strip such as Peanuts, Nancy, etc. Cut each frame and mount on cardboard. Have the child place the cards in correct sequence. To self-check a word can be written on the back (one letter on each frame).	Prereading Sequencing Word recognition
	Cover the captions within each frame. Have the child fill in his own words.	Language experience Creative writing
Weather map	Find the warmest city in the U.S. yesterday, then the coldest.	Reading for detail
	When does the sun/moon rise and set?	Compare and contrast
	Which part of the country had the most precipitation yesterday?	Map reading
TV GUIDE		
Sports section	On what days could you see Duckpins and Dollars?	Word recognition
	How many football games are on television on Sunday?	Reading for detail
	At what time do the Redskins play football on Monday?	
	What day could you see wrestling?	

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

MATERIAL	ACTIVITY	SKILL
TV GUIDE (cont.)		
Wednesday's schedule (indicate page)	Programs for how many channels are listed here?	Counting
	The channel number for WTOP is?	Letter-number recognition
	Which show comes on later: I Dream of Jeannie or Mannix?	Comparison
	Jack wants to watch Dick Van Dyke. His brother wants to watch Hogan's Heroes. What problem will they have?	Problem solving
Entire guide	On what day would you be able to watch the Partridge Family?	Locating skills
	On what channel could you see the Doris Day show?	Reading for detail
	If Sally turned on her TV at 9 pm on Saturday, how many different movies would be playing?	Problem solving
	Joe has to be in bed by 9 pm on Thursdays. Can he watch Truth or Consequences? The Dean Martin Show?	
A weekly guide	You are permitted to watch TV for one hour each day you have school and three hours each day on weekends. Make a TV schedule for yourself for the week.	Problem solving Scheduling
	You are to stay with two children on Saturday morning. One child is four and the other is five. They are allowed to watch TV for 2 hours on Saturday morning, but you are to choose the programs which you feel would be most interesting to them. What would you choose?	Decoding

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

MATERIALS	ACTIVITY	SKILL
CATALOGS Sears Montgomery Wards	Fill out an order form. Print your name, address and phone number. Order the following items: 2 pairs boys slacks 1 ski parka 1 shower curtain rod 3 records Indicate on the order form the page you found each item on, the price of each item, the combined price, and the catalog number of each item.	Decoding Using the table of contents Math skills Number sequence

Source: Dr. Curry
School of Education
San Diego State University

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Academic

Purpose:

Analysis of word recognition errors.

Materials:

See below.

Procedures:

The following has been prepared to aid in the analysis of the word recognition errors displayed by children who are experiencing them in reading. If the errors are consistent both in context and isolation, the analysis should provide the teacher with a clue for the type of instruction needed to build word attack skills.

STIMULUS	PUPIL RESPONSE	POSSIBLE TYPE OF ERROR
pan	corner	Guess
clock	chalk	Too dependent on configuration clues
story	store	Too dependent on initial clues
grow	show	Too dependent on final clues
peep	sleeve	Too dependent on medial clues
kitten	cat	Too dependent on context
now	no	Non-recognition of diphthong
meat	met	Confusion of digraph with short vowel
made	mad	Non-recognition of final "e"
con tent'	con' tent	Lack of emphasis on context clues
fix	fox	Confusion of short vowels
watch	wash	Confusion of final clues
cat	at	Omission
it	sit	Addition
this	t-his	Overanalytical

Area of Need:
Academic, Psychomotor

Purpose:

Embossed Fernald Technique provides an approach for teaching of spelling.

Materials:

See below.

Procedures:

The Fernald Technique is a procedure which will allow poor spellers to be successful. The technique is reinforced by seeing, hearing and feeling at the same time. It has a high control of attention.

The technique is suitable for learning any material that requires rote perfection and which may be non-sensible of itself; spelling, foreign vocabularies, formulae, etc.

1. Make a model of the word by writing the word with a grease pencil on a paper placed atop a piece of metal screening (or some other rough textured surface). The model should have a strong textured feel providing a high contrast with the smooth paper.
2. Check the model against some reference to ensure accuracy. Place a dot at the left side, clear of the word, when you are sure the model is correct.
3. Touch the dot and say the word. Trace over the model with your finger saying the word at the same time. Be careful to start the tracing and the speaking of the word at the same time. (Say the whole word, not syllables nor letter names. It is the whole word that is being learned as a unit so do not use pieces.) Touch the dot again saying the word.
4. Do this tracing as often as necessary until the word feels learned. It will look right, sound right, and feel right when learned.
5. Visualize the word and trace it in the air with your finger. Make sure you can visualize the entire word, not just the start and the end.
6. Take another piece of paper and try to write the word: Writing and speaking the word at the same time. Check and compare this production with the model. (Note, the test writing can not be on the back of the model or the two productions can not directly be compared.)
7. In case you make a mistake while doing the word, cross out incorrect word with a single line and start over at step three.
8. Save the models to use for review.

When you can do step six successfully you have learned the word. To keep the learning alive and develop permanent memory, review (test, not passive look) once the next day and once within the next week.

The contrast requirements decrease as one learns how to learn. It is to be expected that as skills develop the model can be made with a magic marker or even a pencil. Need for large models also decreases as learning skills increase. However, do not be in too much of a hurry to remove large, high contrast models.

Source: Dr. Curry
School of Education
San Diego State University

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Psychomotor

Purpose:

Fine motor coordination.

Materials:

See below.

Procedures:

The following activities are useful for providing fine motor coordination practice.

Cutting.
Pasting.
Tracing.
Finger plays.
Leggo blocks.
Bead stringing.
Frostig Worksheets.
Scribbles.
Working with nuts and bolts.
Keep eyes on target; move head around.
Chutes and Ladders.
Sewing.
Macrame.
Model making.
Marbles.
Sawing.
Hammering.
Building blocks.
Clay molding.
Cutting cookies.
Beanbag Toss.
Ring Toss.
Horseshoes.
Bowling.

Catch should be played with balloons before catch with a ball is attempted. The balloon floats slowly enough for the child to learn control of hands and fingers necessary for speedy grasp in catching it as it comes to him through the air. Large, round, slow balloons should be used first, then smaller balloons and finally, large, heavier, beach balls. These will provide the skills of hands and eyes essential to catching softballs and baseballs. Here it is again important to remember that skills with a baseball glove--a one-handed act--must evolve from basic bilaterality which originates from catching the balloons.

Have your child fit objects together--nested cubes of various sizes, simple jig-saw puzzles, etc. Many of the cans that are discarded from the kitchen can be prepared so that nested sizes can be obtained. Duplicate this activity for older children by having them stack dishes, set the table, sort silverware, etc.

Have child draw circles with each hand simultaneously clockwise. When he can do this, ask him to draw counterclockwise with the left hand and clockwise with the right. When this movement has been established, ask him to move his hands parallel to each other going counterclockwise.

Have child match figures on the pegboard, then have him make pictures on the pegboard. If it is difficult for him to create a design, cut familiar shapes out of light cardboard around which the pegs can be placed by the child. Remove the cardboard and have him compare the outline of the pegs and the cardboard cutout. This furnishes the opportunities for eye-hand activity, followed by visual inspection for similarities and comparisons. As the child gains skills in making "pictures" on the pegboard, urge him to use fewer pegs in his outlines. When he can illustrate a square, for example, by placing the four corner pegs in the proper positions, he has learned to perceive form by using minimum visual cures. Use "Lite-Brite" for this activity also.

Puppets may be made from paper bags, newspaper, cloth, papier mache, or wood. There are four types of puppets:

Marionettes - manipulated from strings on a control.
Hand Puppets - hold over the hand.
Stick Puppets - drawn on paper and fastened to a stick.
Paper bag Puppets.

Peeling, stirring.
Let the child attach a little rubber ball to a flat paddleboard and let the child practice hitting the ball with the paddleboard. Encourage him to follow the ball with his eyes.

Jacks not only require the child to follow the ball with his eyes, but also develop eye-hand coordination.

A little paper snake that goes in and out when the child blows it is an excellent means of stimulating him to follow with his eyes.

Let two children have a balloon duel. Each opponent has a balloon in one hand and a pin in the other. The child tries to pop his opponent's balloon.

The child and the teacher each have a flashlight. The teacher spots a place on the wall and the child tries to spot on the same place. The teacher keeps moving the spot, requiring the child to follow with his eyes.

An indoor table soccer game is good. A box can serve as the field, with dowels (two on each side) attached to paddles. A hole is cut in each end. The object is to spin the dowels and hit a ping-pong ball through the opponent's goal.

Cutting Curves: Procedures used in cutting straight lines are used again in cutting curves in both directions. When curves are mastered, children are able to cut out such objects as leaves, feathers, fish, etc.

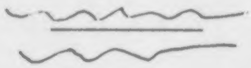
Zig-zag Strips: Changes of direction are practiced through use of these strips. This skill may be applied in cutting such forms as crowns, mountain peaks, Christmas trees, etc.

Long and short lines: A wide strip with long and short lines helps the child to further refine control of his cutting stroke. The long line goes completely across the strip, while the short one only goes halfway. These units, when cut off, can be interlocked and used in many creative ways.

Folding.
Dealing and holding cards.
Block building (both large and small blocks).
Pick up things (pegs, paper, beads).
Squeeze sponge ball.
Squeeze clothes pins.

Let the child go to the chalkboard and just scribble. Encourage body movement, rhythm, and the use of a large area. Continue until the movements are free flowing Keep the child far enough away from the board that his hand does not touch it. The first and perhaps most important value of this training procedure is that it teaches the child free flowing movement. This activity can be greatly facilitated by adding music or a metronome.

Draw lines across blackboard and have child trace them. For example:



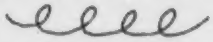
Tracing around blocks and cutouts or tracing the outlines of simple, heavy line pictures is excellent practice.

Use large crayon for drawing--there is much better control over large muscles than over small ones. (Betts Maturity Scale)

Left-right exercises:

Circles counterclockwise:

Connect the dots:



Clockwise:

Give children old road maps and colored writing pens and tell them to trace certain highways.

Place a layer of sand or clay in a shallow cake pan; let the child draw designs with a pencil. Examples:

Lazy Eight: ∞

Ask child to trace over it with one continuous line. Let him trace the figure with both hands. Present all combinations of hand, direction, and body position so that child's experience may be as diversified as possible. Note: Tracing involves a visual control over the motor movement. When we ask the child to draw or copy a form, we set a new task for him.

Child should work on circular movements first, using hands in unison. These can be varied through the developmental directions also:

Right hand moving clockwise while left hand moves counterclockwise.
Left hand moves clockwise and right hand moves in the counter direction.
Both hands moving clockwise.
Both hands moving counterclockwise.
Bi-manual straight lines.
Practice threading machine head and bobbin.
Learn how to clean and oil sewing machine (preferably old treadle machine with no needle).

Finger Plays: The teacher says the rhyme and gives the exercises with her fingers. The children watch and listen. The teacher discusses the poem with the children and shows pictures. A record pertaining to the rhyme is played if available. Children act out the plays while the teacher says the verses. The children are encouraged to say the rhymes with the teacher. As they become acquainted with the rhymes, they begin to say them themselves.

Designs for booklet covers, gift wrapping paper, etc.
Practice stitching with and without thread on squares and circles of paper.

Practice sewing parallel lines, using both sides of presser foot and the guide. Learn to use attachments as the need arises.
Assemble mannequins: a) for real; b) for funny (the arm where the leg should be, etc.). Animal pictures are good to assemble.

Grow a garden.

Sample Task Analysis of Motor Skills on a Familiar Game

One of the difficult parts of handling children with learning disabilities is the task of looking at a behavior and knowing in which area the behavior falls. The person working with children should ask himself, "What's involved?" It is suggested that tasks and behaviors are analyzed to help in the assessment and training of children with learning disabilities.

Area of Need:
Academics

Purpose:

General information regarding Glass-Analysis program.

Materials:

See below.

Procedures:

ORGANIZATION

Categories (vowel clusters)

The word cards are placed in five basic categories according to vowel clusters. The categories are: Easier, Medium_1, Medium_2, Harder_1, Harder_2. The placement of a cluster within a category is based upon the reported approximate difficulty youngsters experienced conditioning to the cluster within a word.

Classifications (words)

Within each of the five categories, Classification of words is made. The words which are utilized to condition to each cluster are arranged according to the complexity of the word. The Classifications within each of the five categories are: Simple, Average and Difficult. (For example, within the Easier Category, in the ad cluster we have three Classifications - Simple (sad, mad, glad), Average (sadness, radish, admit) and Difficult (address, disadvantage, admiration).)

In summary: the Categories for clusters are titled Easier, Medium_1, Medium_2, Harder_1, Harder_2. Within each of the Categories we have words that are in the Classifications Simple, Average, and Difficult.

(Note: For some of the clusters we were not able to find enough words to form the three (Simple, Average, Difficult) Classifications. Therefore, you will find for some clusters fewer Classifications and thus fewer words. We are controlled by the frequency of the clusters discovered within words in the English language.)

Utilizing Category and Classification for Sequence of Instruction

When instruction is to begin with a first or second grader who is just beginning to learn to decode, it is best to utilize the Simple words to teach the clusters within the Easier category. The youngster might complete the Simple classification for all the clusters in the Kit before moving on to the Average. This, in essence, will give the beginner the easiest task that we have to offer beyond the level of letter identification.

When instruction is given to pupils who can already read at first grade level and who are in second grade, instruction might begin with the Average words within the Easier category.

However, if we are instructing a third grader (or above) who is an adequate decoder, we can begin with one of the Medium or Hard categories utilizing the Average or Difficult words.

The teacher will need to discover the appropriate Category and Classification for each child or group, depending upon which word cards seem to be the most productive. This is easily done through routine observation.

Special caution needs to be taken to make sure that we begin with the easiest material when instructing first or second graders who do not as yet have a decoding ability. In contrast some concern should be given to utilizing material that is too easy for pupils who have already begun to decode. The teacher should, at all times, see herself as a diagnostician who is continually evaluating the appropriateness of the level of words being utilized.

Order of Words

The words for each cluster are listed in order of apparent difficulty. Generally the words go from the less complex (the cluster and an initial consonant) to the more complex (the cluster and many syllables and blends). However, this order of difficulty is not based upon established fact. The teacher may find that according to his or her own experience the order of difficulty would be somewhat different than that listed. The order may be different for varying cultural and regional groups. The students' or the groups' listening and speaking vocabulary may determine whether or not a word is simpler or more difficult. Thus the order of difficulty (Simple, Average, Difficult) is only suggested, based upon our experience, and should not be considered definitive.

You will note that in some cluster word groupings a word may be included in both the Simple and the Average classification. For example, the word slab is in both Simple and Average for the "ab" cluster. This was done to examine the effect (if any) of starting a new classification with something very familiar. It may help in establishing a good mental set for the more complex words to come in the Average and Difficult classifications.

In the same vein you will note that in some Average the words are apparently more appropriate to the Simple. For example, the word bad is included in the Average for the "ad" cluster. The word is apparently more appropriate in the Simple. Here again we want to see if the inclusion of a less complex word in an Average or Difficult classification leads to anticipation that the remaining words will not be continuously more demanding. To the student having difficulty it may offer a plateau effect, in a sense a respite.

Number of Words

You will note that the total number of words utilized to condition to each cluster is not the same. Thus within each cluster there are not the same number in the classifications: Simple, Average and Difficult. In fact, some clusters may not have any words listed under one of the three order of difficulty classifications. This lack of conformity is predetermined. It is controlled by the incidence of words that include the cluster discovered in our examination of scores of lists that totaled thousands upon thousands of words. The total words listed for each cluster and the number included for its Simple, Average and Difficult classifications was thus determined by what was globally found in reading material in general. For example, in the "are" cluster the words discovered could only be listed under the Difficult heading. This was true also for the "au" and the "ea" cluster. In contrast, for the "oo" cluster we could not find words that we would list as Difficult. In essence then, our lists and our classifications reflect what is more or less common in the English language.

Difficulty is Redefined

The teacher working with the young student may feel that the words included in the Average and Difficult classifications are too esoteric for the individual or group he or she is working with. However this apparent difficulty may not be real when teaching Glass-Analysis. In most instances the Average and Difficult words are those which are found in middle and upper grade texts. All the words in the program are ones which have to be met and decoded if the yountster is to have normal developmental growth in his ability to decode. It is felt that a frontal decoding attack upon these can lead to an effective and parsimonious breakthrough in decoding. Remember we are not dealing with the problems of meaning and implication of meaning that may be inherent in the word. We leave that to the broader reading program. We primarily want the youngster to develop the ability to cluster correctly.

Of course, if the word is too esoteric for the youngster it could be passed by. However, our experience with the program has been that if youngsters are "learning" to the extent that they are developmentally moving into the more complex words, they either are at least ready to hear these words spoken or they already have the words in their listening vocabulary.

The widely held assumption that we must teach youngsters to decode only words which are familiar to them, is, in this program, open to serious question. As stated in the rationale for Glass-Analysis (see monograph), learning to decode is not made dependent upon precise careful understanding of words as is expected in other programs. The words utilized in the Glass-Analysis program make "sense" from a visual and auditory point of view. Because the meaning may be elusive for the youngster does not negate the fact that he can utilize the word to develop meaningful habits to decode words of similar letter sequence structure.

Thus, be careful not to shy away unnecessarily from the Difficult classification. In all other programs the decoding activity is tied into the actual reading program. Such programs correctly make a word "difficult" because the word is one that offers more than the normal abstraction in terms of meaning. However, in the Glass-Analysis Program we dramatically separate the decoding activity from the actual reading activity thus redefining what is difficult and what is not difficult. If one is learning to decode there is no reason why he should not be able to attack more complex words as his decoding ability grows. The "difficult" in decoding is controlled by one's movement thru the lists presented in the program. The regular reading program will be concerned with the more complex problem of meaning difficulty. Allow this Glass-Analysis Program to deal with difficulty merely in terms of the complexity of the structure of a word (and not the complexity of the word's meaning). Our experience has been that if this working hypothesis is accepted, the decoding activity is significantly fostered.

Some Words May Be Omitted

Not all the words in each classification need to be utilized by the teacher. If, at times, the Simple words become too repetitious in terms of the single consonant and family words, the teacher could pass them by and go on to the more complex words. Some youngsters may respond so well to the training that to include each word (particularly in the Simple) would be meaningless repetition. It is an easy matter for the teacher to pass by any words she feels would not be appropriate for the student or the group. However, the expressed purpose of the program is to foster perceptual conditioning for the clusters, not to teach each word as a sight word. Words should be eliminated only when the teacher feels she has given enough training with the cluster, not with the word.

Opportunity to Individualize

The exposure of only one word at a time allows for unique advantages over regular reading material presented on a page or when a whole list is exposed to a youngster. In Glass-Analysis you can absolutely individualize each youngster or group because there is no apparent omitting for some and adding for others. What will be presented for decoding will routinely be controlled by the teacher. Teacher decisions will be based upon experience with the student or group. Knowledge of: intelligence, experiential background, cultural uniqueness, regional placement, motivation and attitudes, and the infinite other factors that relate and interrelate to each other to make each child and each situation the cause for teacher-made decisions.

A Minor Exception

Some words "leak out" of our rationale in that they cluster according to a common consonant cluster. In words such as beheld and became we discovered that the "be" is visually and auditorily so common that it immediately clusters for the reader. In these words and others like them the "be" should be used as a cluster rather than that beginning with the vowel. We also discovered that when the "a" is in the initial position such as in away, alone and about, the "a" does not form a letter cluster but maintains its own sound. Fortunately our experience has been that the "be" and the "a" sounds offer little or no difficulty to the greater majority of persons who are having difficulty in learning to decode. They "condition" to these early and permanently.

GLASS ANALYSIS

Easier Clusters

ab
ack
ad
ag
am
an
and
ap
ash
at
ay
et
in
im
ing
ish
it
old
op
ot
um
un

Medium I

ace
ade
ake
ame
ang
ank
ape
ar
ate
ed
em
en
ent
est
id
ide
ig
ip
ock
ong
uck
ud
ug
up
ut

Medium II

able
ac
aff
a(ll)
aw
ec
eck
e(ll)
ice
ick
if(f)
ight
ink
is(s)
ob
od
og
on
ook
or
ub
uf(f)
ul(l)
ush
tion

Hard I

age
ale
alk
ane
as(s)
ast
ave
eam
eat
es(s)
ev
ic
il(l)
ind
ite
oke
ol(l)
oll
om
one
ore
oss
ost
ove
(h)ow
(r)ow
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Hard II

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Teaching Decoding: Glass-Analysis for Perceptual Conditioning

Method

Expose one card to the child or group. Keep decoders as close to you as practical. Make sure all can see the card and are always looking toward the card.

Begin by saying the word and identifying the spelling of the cluster (i.e., The word says, 'start'. What does the word say? (Response) We are going to learn the 'a/r' sound that says 'ar')."

If working with more than one student it is best to begin the instruction session by asking for choral response, i.e., all in the group respond together directing questions to specific children. It is best not to follow a set order when calling upon individual children. In this way each child will be expected to think through the answer because he will not know when he will be called upon. In fact, you may ask the same student two or three questions before moving on to another student. Then, when this seems to become routine, revert to choral responses. The aim is to minimize the possibility of routineness affecting the depth of the student's involvement. Teachers have been known to set up "A Challenge" where one member of the group is asked to respond to all the questions that utilize a single word. It is as if this one person, with the others looking on, is up to meeting the challenge. Then others in the group might be asked to accept the challenge. Of course, this should be done infrequently because frequency will cause it to be only one person answering questions while the others simply wait their turn.

Teaching

The type of questioning done in relationship to each work card is determined by the rationale of the Glass-Analysis method. You will recall, our purpose is not to teach the identification of the word. The word is merely utilized to help the learner form perceptual conditioning habits for a specific vowel cluster in a word and for other structural parts of the word. Thus, the lesson is not considered complete or successful if the youngster can identify the word at sight. The lesson must include those activities designed to help toward forming auditory and visual responses to the appropriate structures within the word.

Following is the recommended method, including sequence of questions asked, to work towards identifying the letters o/n/g/ as making the "ong" sound:

Song - In the word "song," what letter makes the "sss" sound?
In the word "song," what letters make the "ong" sound?
In the word "song," what sound does the letter "s" make?
What sound does o/n/g/ make?
If I took off the "s" what sound would be left?
What is the whole word?

Longest - In the word "longest," what letter makes the "lll" sound?
What letters make the "ong" sound?
What letters make the "long" sound?
What letters make the "est" sound?
What letters make the "ongest" sound?
In the word "longest," what sound does the /l/ make?
What sound does the o/n/g/ make?
What sound does the l/o/n/g make?
In the word "longest," what sound does e/s/t make?
What sound does o/n/g/e/s/t make?
If I took off the "l" what sound would be left?
If I took off the l/o/n/g, what sound would I have left?
If I took off the "est" sound, what sound would be left?
What is the whole word?

Stronger - In the word "stronger," what letters make the "st" sound?
What letters make the "ong" sound?
What letters make the "rong" sound?
What letters make the "strong" sound?
In the word, "stronger," what sound does s/t make?
What sound does the o/n/g make?
What sound does the r/o/n/g make?
What sound does the s/t/r/o/n/g make?
In the word "stronger,"what sound does the e/r make?
The o/n/g/e/r?
If I took off the s/t, what sound would be left?
If I took off the s/t/r/o/n/g, what sound would be left?
If I took off the "strong," what sound would be left?
What is the whole word?

Set - In the word "set," what letter makes the "sss" sound?
What letters make the "et" sound?
In the word "set," what sound does the /s/ make?
What sound does e/t make?

If I took off the "sss" what sound would be left?
If I took off the e/t, what sound would I have left?
What is the whole word?

Better - In the word "better," what letter makes the "bbb sound?
What letters make the "et" sound?
What letters make the "bet" sound?
What letters make the "er" sound?
The "etter" sound?
In the word "better," what sound does the /b/ make?
What sound does the e/t make?
What sound does b/e/t make?
What sound does t/e/r make?
The e/t/t/e/r?
In the word, "better," if I took off the /b/ what sound would be left?
If I took off the b/e/t, what sound would be left?
What is the whole word?

Forgetfulness - In the word "forgetfulness," what letters make the "or" sound?
What letters make the "for" sound?
What letters make the "et" sound?
The "get" sound?
What letters make the "forget" sound?
In the word "forgetfulness," what letters make the "ful" sound?
The "forgetful" sound?
What letters make the "ess" sound?
The "ness" sound?
What letters make the "fulness" sound?
What letters make the "getfulness" sound?
In the word "forgetfulness, what sound does o/r make?
What sound does f/o/r make?
What sound does e/t make?
The g/e/t?
The f/o/r/g/e/t?
What sound does f/u/l make?
What sound does g/e/t/f/u/l make?
What sound does e/s/s make?
n/e/s/s?

In the word "forgetfulness," what sound does f/u/l/n/e/s/s make?

G/e/t/f/u/l/n/e/s/s?

If I took off the f/o/r, what sound would be left?

If I took off the "forget" sound, what sound would be left?

If I took off the "ness" sound, what sound would be left?

What is the whole word?

Fire - In the word "fire," what letter makes the "fff" sound?

In the word "fire," what letters make the "ire" sound?

What sound does the /f/ make?

In the word "fire," what sound does i/r/e make?

If I took off the "fff," what sound would be left?

What is the whole word?

Umpires - In the word "umpires," what letters make the "um" sound?

What letters make the "ump" sound?

What letters make the "ire" sound?

The "ires" sound?

In the word "umpires," what letters make the "pire" sound?

The "pires" sound?

In the word "umpires," what sound does u/m make?

U/m/p?

What sound does i/r/e make?

I/r/e/s?

What sound does p/i/r/e make?

P/i/r/e/s?

In the word "umpires," if I took off the u/m, what sound would be left?

If I took away the "ump" sound, what sound would be left?

If I took away the "ires" sound, what sound would be left?

What is the whole word?

Entirely - In the word "entirely," what letters make the "tirely" sound?

What letters make the "ent" sound?

The "ire" sound?

The "tire" sound?

What letters make the "entire" sound?

What letters make the "ly" sound?

What letters make the "irely" sound?

In the word "entirely," what letters make the "tirely" sound?

What sound does the e/n make?

The e/n/t?

In the word "entirely," what sound does i/r/e make?

t/i/r/e?

What sound does e/n/t/i/r/e make?

What sound does l/y make?

What sound does i/r/e/l/y make?

What sound does t/i/r/e/l/y make?

In the word "entirely," if I took off the e/n, what sound would be left?

If I took off the e/n/t, what sound would be left?

If I took off the l/y, what sound would be left?

What is the whole word?

Note: When working with each word, it is not necessary to repeat the word before each question. However, students with learning difficulties benefit from the word being repeated frequently (although not always) before each question. Those students who manifest no difficulties need only to be reminded of the sound of the whole word two or three times during the sequence.

You may notice that within the word "stronger" we did not isolate the first "r." There are two reasons for this. First, the assumption is that when the student is working with a letter cluster, such as o/n/g, he is quite knowledgeable in identifying the first consonant sound. In addition, isolating the "r" would make the sounding of the "r" awkward.

Selecting Cluster

The plan for the Glass-Analysis program organization is controlled by the assumption that certain letter clusters are either easier or harder to condition to than others.

On the basis of teachers' reported experiences with each of the 125 clusters, the clusters were included in one of five categories. Thus those 22 clusters included under "Easier" were found to be learned in less time than the ones included in one of the two "Harder" categories.

You will note that the clusters are listed in each category in separate alphabetical order. This suggests that we do not know the relative difficulty of clusters within each category.

At Sight Reading

Every effort should be made to include "at sight" reading from the basal in each instructional session. The basal should be at the level in which the student can identify, at sight, at least eight out of ten running words.

The oral reading should not be halted for purposes other than those which directly relate to decoding. Thus, there should be no attempt to aid in diction skills, vocabulary knowledge, comprehension skills, or any of the activities that should bonafidely be within nondecoding activities.

In general - during the at sight oral reading from the basal - if the words are being decoded correctly, merely listen and make a minimum of overt reinforcing responses.

If the word is not known or not correctly identified, the teacher must instantly decide whether or not the word is a "Nix" word - a word that would best be identified as a sight word. If it is a Nix word, i.e., Mary, Pretty, What, merely voice the word and ask the student to repeat it.

If the word contains a common letter cluster, advise the student as to what letters to attend to and what sound these letters represent. For example: "Look at the a/n in that word. The a/n says "an." What does the whole word say? If the student does not say "canal," give the whole word.

If additional time is available during the day for the student to work with an adult, we strongly recommend that as much at-sight reading as possible be done. This can be done for five or ten minute periods, up to three or four times a day. This, we feel, will aid considerably in transferring perceptual conditioning abilities from the training phase to the actual in-book decoding.

Time

When working with an individual or a group of four or less, fifteen or twenty minutes instructional sessions have proven to be appropriate. This would include approximately two-thirds of the time working with the word cards and the structured questioning, and one-third of the time working in sentences and/or basal at sight reading.

Youngsters who have a history of difficulty in learning to decode would significantly benefit from two 15-20 minute sessions daily, preferably at least two hours apart.

For those youngsters with severe learning disabilities we strongly recommend as many daily decoding sessions as possible, with a minimum of one hour spacing. With these children, each session may run for a somewhat shorter time than the fifteen or twenty minute session.

COMMON WORD UNITS

Easier

ab	ack	ad	ag	am	an	and	ap	ash
at	ay	et	im	in	ing	ish	it	old
op	ot	um	un					

Medium$_1$
ace ade ake ame ang ank ape ar
ate ed em en ent est id ide ig
ip ock ong uck ud ug up ut

Medium$_2$
able ac aff all aw ec eck el(l)
ice ick if(f) ight ink is(s) ob
od og on ook or ub uf(f) ul(l)
ush tion

Harder$_1$
age ale alk ane as(s) ast ave eam eat
es(s) ev ic il(l) ind ite oke
ol(l) oll om one ore oss ost ove
(h)ow (r)ow us

Harder$_2$
ait air al are au ea eaf eal ear
eas ee er ew ied ir ire oa oi oo
ou ound ought ue ur ure ture

Area of Need:
Academics and Psychomotor

Purpose:

Level - Introduction to cursive alphabet.

To provide auditory input to teach cursive letter formation.

Materials:

Tape and tape recorder, letter models for tracing.

Procedures:

The following printed directions should be recorded on tape. Models for tracing should also be made. Student listens to the taped directions and traces the letters simultaneously.

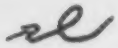
TAPE SCRIPT FOR TEACHER
FORMATION OF LETTERS

The teacher will use the following Descriptive Directions:

GROUP I. A

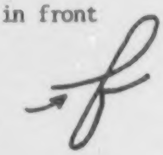
Write e

Curve up, loop down, swing out.
Curve up, loop down, swing out.
Curve up, loop down, swing out.
Write e. Write e. Write e.



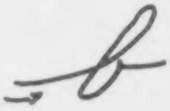
Write f

Curve up, loop, pull way down, curve up in front
and touch the down stroke.
Curve up, loop, pull way down, curve up in front
and touch the down stroke.
Curve up, loop, pull way down, curve up in front
and touch the down stroke.
Write f. Write f. Write f.



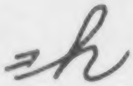
Write b

Curve, loop down, curve up and in, swing out.
Curve, loop down, curve up and in, swing out.
Curve, loop down, curve up and in, swing out.
Write b. Write b. Write b.



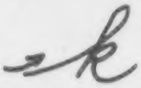
Write h

Curve up, loop down, back up in a hill, down and swing out.
Curve up, loop down, back up in a hill, down and swing out.
Curve up, loop down, back up in a hill, down and swing out.
Write h. Write h. Write h.



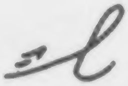
Write k

Curve up, loop down, back up in a hill, around in a tiny loop, down, and swing out.
Repeat two more times.
Write k. Write k. Write k.



Write l

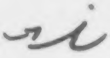
Curve up tall, loop down and swing out.
Repeat two more times.
Write l. Write l. Write l.



GROUP I. B

Write i

Curve up, back down on the line, swing out and dot.
Repeat two more times.
Write i. Write i. Write i.

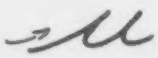


Write u

Curve up, back down on line, curve up, back down on line, swing out.

Repeat two more times.

Write u. Write u. Write u.

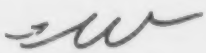


Write w

Curve up, back down, curve up, back down, curve up and swing out.

Repeat two more times.

Write w. Write w. Write w.

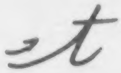


Write t

Curve up tall, back down, swing out, cross.

Repeat two more times.

Write t. Write t. Write t.

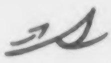


Write s

Curve up, curve down and around, touch, swing out.

Repeat two more times.

Write s. Write s. Write s.



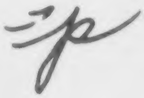
GROUP I. C

Write p

Curve up, pull way down, loop up, curve down and around touch, swing out.

Repeat two more times.

Write p. Write p. Write p.

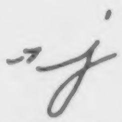


Write j

Curve up, pull way down, loop, up, dot.

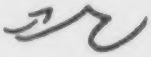
Repeat two more times.

Write j. Write j. Write j.



Write r

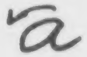
Curve up, out, down, and swing out.
Repeat two more times.
Write r. Write r. Write r.



GROUP II

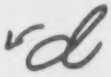
Write a

Around, down, up, back down, swing out.
Repeat two more times.
Write a. Write a. Write a.



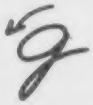
Write d

Around, down, up tall, back down, swing out.
Repeat two more times.
Write d. Write d. Write d.



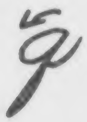
Write g

Around, down, up, pull way down, loop up.
Repeat twice.
Write g. Write g. Write g.



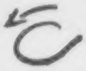
Write q

Around, down, up, pull way down, curve up in front, touch swing out.
Repeat twice.
Write q. Write q. Write q.



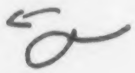
Write c

Around, down, swing out.
Repeat twice.
Write c. Write c. Write c.



Write o

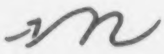
All around, swing off at top.
Repeat twice.
Write o. Write o. Write o.



GROUP III

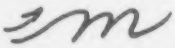
Write n

Up the hill, down, back up the hill, down, swing out.
Repeat twice.
Write n. Write n. Write n.



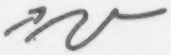
Write m

Up the hill, down, back up the hill, down, back up the hill, down, swing out.
Repeat twice.
Write m. Write m. Write m.



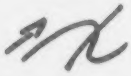
Write v

Up the hill, down, curve up, swing off the top.
Repeat twice.
Write v. Write v. Write v.



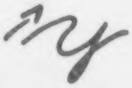
Write x

Up the hill, down, swing out, cross down.
Repeat twice.
Write x. Write x. Write x.



Write y

Up the hill, down, curve up, pull way down, loop up.
Repeat twice.
Write y. Write y. Write y.

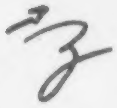


Write z

Up the hill, down, little hill, pull way
down, loop up.

Repeat twice.

Write z. Write z. Write z.



Area of Need:

Academics and Psychomotor

Purpose:

Helping the Non-Reader

Materials:

Felt pen.
Blank flash cards.
Objects the child can label.
Scrap paper.
Typed story that the child can read.

Procedures:

STAGE I

Tracing

1. Motivation.
2. Teacher prints the word while child observes.
3. Child traces the word with his second finger and says the word by syllables.
4. Whole word is written without looking at the copy.
5. Check on retention.

STAGE II

Writing From Script

1. Stage I has been achieved when words can be learned without tracing.
2. The child learns a word by looking at the word in script, by saying it and by writing it without copy, as he says each part.
3. Child's composition typed by teacher.
4. Child silently reads typed copy.

STAGE III

Writing Printed Word From Memory

1. Child looks at printed word, pronounces it, and writes it from memory.
2. Child begins to read from book.
3. Flash card review.

STAGE IV

Recognition of Words Without Writing

1. Child reads from book. As he looks at the word, the simultaneous

association by similarity with words he already knows, together with the meanings inferred from the context, gives him an instant perception of the word.

2. Writing the word without copy is used when necessary.

Qualification: The Fernald-Keller technique is one means of helping children who have certain types of difficulties. This approach is not recommended for all children. This is just one way of teaching the non-reader to read. Since most of us have already been exposed to the Basel Reader approach and the Experience Approach, I thought it would be profitable to be exposed to another kind of approach.

Source:
Joan Curry
San Diego State University

Area of Need:
Academics

Purpose:

Lorge Formula for estimating difficulty of reading materials.

Materials:

See below.

Procedures:

DIRECTIONS FOR USING THE FORMULA

1. Select the Sample

Short passages (300 words or less). When a short passage is to be appraised, it is advisable to analyze the entire passage.

Longer passages When a longer passage is to be appraised, it is advisable to analyze samples of the material. Select a sample near the beginning, another sample near the middle, and a third sample near the end of the passage. These samples should be approximately 100 words in length.

Number the lines of the text serially, and then count the number of words per line (for about 10 lines) to get an estimate of the number of words. It should be noted that each sample should start with the beginning of a sentence and should stop at the end of a sentence.

Books When books are to be appraised, it would be advisable to analyze samples of the book, perhaps 5 to 10 per cent of the book (but never less than 5 samples). These samples should be chosen throughout the book.

2. Label the Worksheet

Fill out the information about title, author, education, publisher and date of publication (latest copyright year listed). Carefully identify the location of the sample (p. 14, line 2, The answer ... p. 14, line 26, ever after).

3. Count the Number of Words

Begin at the beginning of the sample and count (or number serially) each word to the end of the sample. Observe the following procedure:

A hyphenated word is counted as one word.

A word separated at the end of the line and continued on the next line is counted as one word.

Numbers are counted as words, e.g., "January 3, 1950," is counted as one word and interpreted as the word three, 1950 is counted as one word and interpreted as nineteen-fifty.

Compound words like place names or persons' names are counted as one word, e.g., New York, United States, St. Nicholas, Santa Claus, etc.

Contractions are counted as one word, e.g., don't, he's, they'll, etc.

Record the number of the Work Sheet under Basic Data, Item 1.

4. Count the Number of Sentences

Begin at the beginning of the sample and count the number of complete sentences. Record the count on the Work Sheet under Basic Data, Item 2.

5. Count the Number of Prepositional Phrases

Begin at the beginning of the sample and count each prepositional phrase in the sample.

A prepositional phrase is made up of a preposition and a noun, or a preposition and a pronoun, or a preposition and a gerund, e.g., to the house (noun), for him (pronoun), in skating (gerund).

Some common prepositions are:

about
above
across
after
along
among
at
before
below
beneath
beside
between
beyond
by
during
except
from
in
inside
into
of
off
on
onto
till
to
under
until
up
upon
with
within

Less common prepositions are: despite (the opinion), concerning (the idea), notwithstanding (the opposition).

Infinitive phrases are not to be counted. An infinitive phrase is made up of a preposition (to) and a verb, e.g., to swim, to answer, etc.

A preposition followed by a clause is a conjunction, and hence is not counted, e.g., "After the storm had passed" is not counted.

Record the number on the Work Sheet under Basic Data, Item 3.

6. Count the Number of Hard Words

Use the Dale List and cross out in the sample every word on the list, regardless of its meaning.

The count is of the number of different hard words, so that each hard word is counted only once. For instance, if in the passage reliability occurred three times, it still would be counted only once.

Observe the following procedure:

Nouns Separate counts are not made of plurals and possessives in s, plurals in es, or plurals in which y is replaced by ies; e.g., boys, churches, berries are counted as boy, church, berry. However, knife and knives, goose and geese, man and men, and the like are all counted as different words.

Special Cases An s added to a word in the text, not forming a plural or possessive, forms a different form from the root form; e.g., Robert and Roberts are two different words.

Proper nouns which seem to be composed of root and derived forms are not tabulated with the root form; e.g., Wheeling, the proper name, is not counted with wheel.

Nouns formed by adding r or er to the other nouns or to verbs are not counted with the original word, e.g., own and owner are two different words.

Adverbs Separate counts are not made of adverbs formed by adding ly; e.g., badly and sadly are counted with bad and sad.

Adverbs formed from an adjective and e, as gently from gentle, truly from true, are counted as different words.

Adjectives Separate counts are not made of adjectives formed by adding n to proper nouns, e.g., Austrian and Bavarian are counted with Austria and Bavaria.

Special Case An adjective formed by adding ly to a noun is counted as a different word from the noun; e.g., home and homely are two different words.

Comparatives and superlatives of adjectives and adverbs. Special counts are not made of comparatives and superlatives formed by adding er or r and est or st, or by changing y to ier or iest; e.g., longer, prettier, and bravest are counted with long, pretty, and brave.

Special Case This also applies to adjectives doubling the final consonant and adding er and est; e.g., red, redder, reddest are counted as one word.

Verbs Special counts are not made of verb forms ending in ing and in s, d, ed, or of forms changing y to ies, and ied, or of past participles formed by adding n; e.g., plays, playing, and played are counted with play.

Special Case Verb forms which drop the final e and add ing are counted with the root form; e.g., pace and pacing are counted as one word.

Verb forms which double the final consonant and add ing or ed are counted as one word; e.g., drip, dripping, and dripped are counted as one word.

Past participles formed by adding en to a verb are counted as different from the verb; e.g., eat and eaten are two different words.

Hyphenated Words In case of uncommon hyphenated words, follow Webster's Unabridged Dictionary. Any hyphenated word is considered as one word if it is listed in the dictionary as a hyphenated word; otherwise it is counted as two words.

Compound Names Compound names of persons or places like New York and Van Dyke are counted as single words.

Contractions Count contractions as different words from those from which they are derived; e.g., because and 'cause are two different words. He's is not counted with he and is.

Both common and proper nouns Count the proper noun as being the same as the common; e.g., Jack and jack are the same word.

Miscellaneous Special Cases Words formed by adding y to a word in the list are counted as different from the root word; e.g., squeak and squeaky are different words, German and Germany are different words.

Words of different spelling listed in the dictionary as one word are counted as the same word; e.g., honor and honour are the same word.

If a word is formed by adding two or more suffixes to a listed word, one of which when added to the listed word is counted with it, that word is different from the root word; e.g., happen and happening are the same word but happenings is a different word. Excite and excited are the same word, but excitedly is a different word.

Words formed by adding en are counted as different from the original word; e.g., wool and woolen are two different words, gold and golden are two different words.

Record the count on the Work Sheet under Basic Data, Item 4.

7. Proceed to Computation

Watch decimal points carefully. Check all computations.

8. Record the Index

In the upper corner of the Work Sheet enter the index in the box marked R.I.

Note that if a book or a long passage has had several samples selected from it, the average of the R.I.'s is the rating to be entered for the entire passage or book.

LORGE FORMULA FOR ESTIMATING DIFFICULTY OF READING MATERIALS

R. I. = ____________________

WORK SHEET

Title of book or article: ________________________________

Edition: ____

Name of author: ______________________________

Magazine: ______________ Volume and No.: ______________

Publisher: ______________ Date of Publication: ______________

Location of sample in text: ______________________

Basic Data

1. Number of words in the sample ________
2. Number of sentences in the sample ________
3. Number of prepositional phrases in the sample ________
4. Number of hard words in the sample ________

Computation

Values

For average sentence length:

Divide Item 1 by Item 2 = ____.____ x .06 = ____.____

For ratio of prepositional phrases:

Divide Item 3 by Item 1 = ____.____ x 9.55 = ____.____

For ratio of hard words:

Divide Item 4 by Item 1 = ____.____ x 10.43 = ____.____

Constant = 1.9892

Add the Values and the Constant

READABILITY INDEX = ____.____

Passage Used to Illustrate the Commutation of the Readability Index

LINCOLN'S GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate--we cannot consecrate--we cannot hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain--that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth.

Area of Need:
Academics, Psychomotor

Purpose:

Grade level 1-3

1. To provide practice for learning sight words.
2. To motivate students to learn sight words.

Materials:

Large cards or cardboard feet with 5 to 10 sight words printed on them. Music.

Procedures:

MUSICAL FEET

Number of Players 5-10

Print sight words that students are studying on large cards or cardboard feet. (For each child playing there should be a complete set of sight words. For example, 10 players - there should be 10 cards with the word "what" printed, etc.) This activity is a variation of musical chairs except in this game there are enough words and no one loses or sits out.

Music is played while students walk on sight words (students should be in stockinged feet). When music stops teacher calls out sight word and children should find the word and stand on it. When each child has found the word the music is played again. This activity works particularly well with young children and with the troublesome sight words such as what, want, went, where, who, here, etc.

Area of Need:

Learning Style, Social Adaptation

Purpose:

Seek parent permission for student to participate in point system program and to provide information explaining the program.

Materials:

Form letter below

Procedures:

Date:

To: Parents of Learning Disability Class Students

From:

Re: Point System Program

Please read the attached information and return the bottom portion only to school as soon as possible. We would like to begin the point system on ______________________.

- -

POINT SYSTEM PROGRAM PARTICIPATION

________________________________ has my permission to participate in the
(student)
Point System Program for the school year 1978-79.

________________________________ ________________________________
(signature of parent or guardian) (date)

Please list any allergies to foods, i.e., peanuts, apricots, etc.:

____

____

____

POINT SYSTEM PROGRAM

(Classes of Grace Hanggi-Noe and John Hooker)

SCHOOL YEAR 1977-78

I. OBJECTIVE

Provide a structured system that is workable, equitable and tangible for the student. To help build positive habits that will hopefully carry over to the other classes and eventually apply to work.

II. DEFINITIONS

A. On time. Reporting to class on or before the designated time that class begins. Exceptions are notes of excusal and personal circumstances.

B. Work. Name and date on all papers. Completing work on time and with reasonable accuracy. Checking incorrect answers. Includes other minimal standards that contribute to and improve the quality of work and work habits.

C. Citizenship. Following teacher's directions willingly. Bringing a pencil to class. Using appropriate language. Respecting the rights and property of others. Eating outside the classroom. Generally, using appropriate behavior for the situation. Basically using the "adult" in the classroom.

III. POINTS EARNED

A. On time. 10 points for being in class on time. Zero points for unexcused tardies. 0 or 10 points each day.

B. Work. 0 to 20 points on Monday. 0-25 points on block days for each half of the class period.

C. Citizenship. 0-20 points on Monday and on block days for each half of the class period. No pencil means 5 points automatically deducted on Mondays and 10 points on block days-the student must spend accumulative points to obtain a pencil at the beginning of the class period.

IV. POINT TOTALS

A. Daily Totals:

Monday	Block Days (T, W, Th, F)	B. Weekly Total: (will be adjusted for excused absences)
45-50=A	90-100=A	225-250=A
40-44=B	80- 89=B	200-224=B
35-39=C	70- 79=C	175-199=C
30-34=D	60- 69=D	150-174=D
0-29=F	0- 59=F	0-149=F

C. Accumulative Total (A.T.)

A running total, which begins with the first class session using the point system and terminates with the last class session of each quarter.

V. POINTS SPENT

Points subtracted from the accumulative total, which are used for:

A. Free time. 125 points for 10 minutes at the end of the class period on Mondays. 250 points for 20 minutes at the end of the class period on block days. Students may choose to do anything within the classroom, except disturb the class.

B. Food. 250 points per item. These items will be "health" items. They will not contain sugar nor will be the traditional candy/"junk food" category. These items will be mostly nuts, seeds, raisins, etc. Available only at the end of the class period and to be eaten outside the class.

C. Pencils. 50 points per pencil. To be kept by the student - not returnable.

D. Other. As the system continues additional items may be added and current values may be adjusted.

VI. RECORD CHART

Below you will find a sample of the record system that will be used in the class.

	MONDAY — 1½		BLOCK DAYS — 1½		WEEKLY	
POINT SYSTEM - PERIOD WEEK OF: 3½	45-50=A 40-44=B 35-39=C	30-34=D 0-29=F	90-100=A 80- 89=B 70- 79=C	60-69=D 0-59=F	225-250=A 200-224=B 175-199=C	150-174=D 0-149=F

Name		MONDAY			TUES./WED.					THURS./FRI.					WEEKLY
	On Time	10		AT=	10		AT=			10		AT=			AT for next week
	Work	20			25		25			25		25			WEEKLY TOTAL
	Citizenship	20			20		20			20		20			
	Daily Total	3/16	3/8	3/4	3/16	3/8	3/16	3/8	3/4	3/16	3/8	3/16	3/8	3/4	

Area of Need:

Academic

Purpose:

Following directions. Improving fine motor skills.

Materials:

See below.

Procedures:

RADIO READING

Radio Reading derives its name from an analogy between a radio announcer with a script, radio listeners who have only the audio output, and an oral reading situation. Radio Reading consists of a set of group rules to control some of the actions of readers and listeners in an oral reading situation. The ground rules are: The reader reads and the listener(s) listen. If the reader wants to know a word he puts his finger next to it and says "What's that word?" Clarity of the oral reading is checked by having the listener(s) restate the message he heard, i.e. comprehension is assessed by considering the understanding of the listener.

As usual it can be the teacher's job to pick materials which are appropriate in difficulty and in amount. Materials should be reasonable in difficulty so that the reader has at least an even chance to succeed. Material needs to be neither so easy that there is no risk nor so difficult that the reader is lost before he starts. Materials should be appropriate in amount so that the listener will not be overwhelmed and, therefore, unable to supply accurate information about what was heard back to the reader.

In action, Radio Reading may be done in a one-to-one group setting. Only the reader has a book (or his book open). Everyone else present (including the teacher) serves as a listener and does not use a book nor look at the reader's copy. The teacher assigns a particular passage to a student and says, "You read and I (we) will listen. If you come to a word you need and you cannot figure out, put your finger beside it and ask, 'What is that word?' When you have finished reading, I (we) will talk about what was heard."

In some oral reading situations, if the reader makes a mistake, it is viewed as a word attack problem and the reader's attention is drawn to the error. Such behavior interrups the process of reading and converts the activity into a word analysis session. Note also that when the teacher corrects or "aids" the reader, the teacher retains the responsibility for accuracy (correctness of each word) and thus the teacher deprives the reader of the possibility of being responsible for meaningfulness of the reading.

There also exists an assumption, in some oral reading settings, that the reader should not be "frustrated." Operationally this means that if the reader hesitates, the teacher prompts him with the next word. Besides being a bold assumption that the teacher can know where or why the reader stopped, such prompting removes the responsibility for the reading from the reader and retains it for the teacher, as with correcting.

Radio Reading does not allow either correcting or prompting. If an error is made in oral reading, then the listener must be skillful enough to note the error and to remember it until the allotted text has been read. It is the reader's responsibility to present a clear, comprehensible rendering of the assigned passage.

The listener has full control over the student's oral reading, and when necessary , over re-reading, by the types of responses which are made after the reading has been intially completed. When the reader has finished reading, the listener responds by discussing what was comprehended. If the reading was accurately and smoothly done and the listener was attending accurately then a brief discussion of the points made and implications understood can be rapidly made. The reader thus earns the right to go on to the next section. (Or in a group situation, the opportunity to be the radio reader may now shift.) If the listener has been able to identify errors, then by talking about what was understood and what was not clear, the listener controls what the reader needs to re-examine. The reader remains responsible for going back into the passage and clearing up the source of the confusion. That is, when a listener identifies a confusing word or section then the reader will go back into the material and re-read the word or section until clarity has been achieved. Or as may happen, until the cause of the reader's inability to produce an acceptable rendering has been identified by the reader and the reader invokes assistance.

Across a group of students one may expect several types of responses to Radio Reading. Many readers will quickly understand and believe the rules. They will perform smoothly under these conditions, reading as well as they can and requesting help when it would appear appropriate.

Another predictable type of response to Radio Reading is for a reader to request help, even when it is most likely that he already knows the word or that he has word attack skills such that he could figure out the word if he would only apply his skills. When this occurs there is only one legitimate behavior: Tell the reader the requested word. It is not appropriate for the listener to play games with the reader. All responses such as "look at it again," "look at the first letter," "sound it out," "you had it yesterday, see if you can remember it," "it rhymes with _______," etc., etc., are strictly forbidden. Radio Reading involves a contract between both the reader and the listener. If the reader asks for a word it is immediately supplied.

The behavior of a reader in asking for words which he already knows is best interpreted as testing the rules, not as incompetence in reading. If the listener fails to respond to a request for help, then the rules are worthless and the reader is back in the common situation of having to discover what the rules really are.

A third type of responding to Radio Reading is for a reader not to ask for help when in fact he needs it. If the reader simply says something to cover up the unknown word, the listener need not worry since the reader will be redirected to the point in the text by the response of the listener after the passage has been rendered. If the reader simply stops and says nothing, then the listener simply waits. In an individual setting, the listener waits some rather absurdly long period of time. If still no noise, then the listener asks, "What's the rule?' No matter how the student responds, the listener will restate the rule: "If you come to a word you need and you can't figure it out, put your finger by it and say, "Waht's that word?" When such a statement is elicited or is re-provided by the listener, again, the listener simply waits. When time available is up, simply terminate Radio Reading for that day. In a group setting, it may be easier to establish a rule about no noise, which fits in with the name Radio Reading. That is, anytime a station (reader) ceases to broadcast the listeners will tune to a new station. Operationally, this means that if a child fails to make any noises for some previously agreed period of time, the teacher simply cuts off the first reader's right to continue and shifts to a new radio reader.

Reading, for a competent reader, means successfully handling material which he has not already prepared. It is strongly suggested that Radio Reading be done on cold (unprepared) material and hopefully on material which has a high interest level because of the message the text contains. In a group setting, this can be a story which not only has high interest but which also could be carried over some significant period of time. And in any setting it means that it is not necessary, or even desirable, for the teacher to have seen the material prior to listening to it. After all, the teacher too should have a legitimate responsibility during the reading.

Source:

Frank Greene,
Syracuse University Reading Clinic, 1970

Area of Need: Academics, Psychomotor	

Purpose:

Road Map. Age and Grade Level - 4th to 8th grade

1. To provide practice in reading and following directions.
2. To provide fine motor practice.

Materials:

Road Map, set of directions, grease pencil, clear stick on paper or clear plastic sheet.

Procedures:

Cover an 11 x 12 section of a road map with clear plastic stick on paper or a clear plastic sheet. Prepare a set of 5 to 10 printed directions. For example, 'Travel south on Highway 80 and continue through the following cities." Student should read 'directions and with grease pencil trace the road or roads that are listed in the printed directions.

Variations: Students could plan routes and write directions for each other. Students could then check each others' work.

Area of Need:
Academic

Purpose:

Selected Sources of High Interest - Low Difficulty Reading Material

Materials:
See below

Procedures:

The following five sources are especially recommended as major references for appropriate reading material in this area.

Cramer, Ward and Dorsey, Suzanne. Read-Ability Books for Junior and Senior High School Students, 1970 ($3.50), J. Weston Walch, Publishers, Portland, Maine 04104.

Sister Mary Julitta, O.S.F. and Sister Marcella, O.S.F. A List of Books for Retarded Readers Reading at First - Second - and Low Third Grade Level - April 1968, Elementary English, or available from National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

Spache, George D. Sources of Good Books for Poor Readers - An Annotated Bibliography, 1969, Available for .75 per copy from International Reading Association, Six Tyre Avenue, Newark, Delaware 19711

Spache, George D. Good Reading for Poor Readers (Rev. ed.), New Canaan, Connecticut: Garrard, 1974.

Strange, Ruth. Gateways to Readable Books (Rev. ed.), New York: H. W. Wilson (For high school students).

Practically all major educational publishers now furnish some appropriate reading material in this area. Write and request descriptive brochures or listings. The following list is a selected sample.

Addison-Wesley Publishing Company, Inc., Jacob Way, Reading, MA 01867

Benefic Press, 10300 W. Roosevelt Road, Westchester, IL 60153

Bowmar Publishing Company, 4563 Colorado Boulevard, Los Angeles CA 90039

Fearon Publishing Company, 6 Davis Drive, Belmont CA 94002

Follett Publishing Co., 1010 W. Washington Boulevard, Chicago IL 60607

Garrard Publishing Co., 107 Cherry Street, New Canaan CT 06840

Harper & Row Publishers, Inc., 10 E. 53rd Street, New York NY 10022

D. C. Heath & Company, 125 Spring Street, Lexington MA 02173

Hertzberg-New Method, Inc., Vandalia Road, Jacksonville IL 62650

Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York NY 10017

Houghton Mifflin & Company, 777 California Avenue, Palo Alto CA 94304

Macmillan Company, 866 Third Avenue, New York NY 10022

Readers' Digest, Education Department, Pleasantville NY 10570

Scholastic Book Services, 5675 Sunol Boulevard, Pleasanton CA 94304

Steck-Vaughn Company, P. O. Box 2028, Austin TX 78767

Viking Press, Inc., 625 Madison Avenue, New York NY 10022

Xerox Educational Publications, Inc., 245 Long Hill Road, Middletown CT 06457

Area of Need:
Academic - Prevocational

Purpose:

Survival Skills: Raw material - junior high and high school curriculum

Materials:

As indicated.

Procedures:

The following lists of real life practical situations, where reading, math and interpersonal social skills are required, can provide the framework for curriculum. Practical life skills and vocational skills should be considered when planning in any subject area. Involving the student in planning also helps to keep the curriculum practical.

READING

The student will have to:

1. Read signs
2. Read directions in numerous situations
3. Read the telephone book
4. Read catalogues
5. Read job applications
6. Read income tax forms
7. Read W-2 forms
8. Read recipes when cooking
9. Read when shopping - grocery and other stores
10. Pass written driver's test that requires reading
11. Read when voting
12. Read maps
13. Read and understand a calender
14. Read want ads
15. Read TV guide

MATH

The student will have to:

1. Balance a checkbook
2. Make change
3. Figure % on charge items
4. Compute proportions in cooking
5. Compute mileage when driving
6. Read maps and figure distances
7. Shop
8. Understand and use a calender
9. Tell time

Area of Need:

Academic

Purpose:

Using the Language Experience Approach: To teach sight words by utilizing the student's own language.

Materials:

As described

Procedures:

The following material describes the method of Language Experience and how this method may be applied to teaching sight words. There are many adaptations of this method avialable and this one is presented to serve as a basis for teachers who wish to design their own language experience programs for the learning handicapped.

USING THE LANGUAGE-EXPERIENCE APPROACH TO BUILD SIGHT VOCABULARY

Experience stories may be used in remedial reading with individual children or small groups (2-3) as a meaningful way to practice sight and meaning vocabulary. The following procedure is recommended.

First Day

1. Student dictates story to teacher.
    a. any length, subject
    b. best if he thinks of something on his own
2. Teacher writes it exactly as student dictates.
    a. type or print
    b. teacher's only alterations are punctuation and paragraphing
3. When finished, teacher reads story back to child, asks him to indicate whether story is all right or whether there is something he wants changed. (Sometimes child catches grammatical errors.)
4. After teacher re-reads story, child thinks of a title.
5. Put a date on the story.
6. Teacher gives story to child.
    a. asks child to read it to himself, skipping words he does not know
    b. asks child to read it a second time, underlining all words he knows
    c. child reads story orally to teacher, who tells him each word he does not know
7. Teacher has child illustrate the story and attaches illustration as a visual clue.

Second Day

1. Child reads same story again twice - once quickly, the second time underlining all words he knows with a different color than that used before.

2. Child reads story again to the teacher. Teacher notes whether child actually knows the underlined words and keeps track of those he does know.

3. Those words child knew both days (24-hour recall) are put on small cards with the date of the story on the back; these form a "Word Bank" of known words.

4. The child can do several things with these word cards, and must do something each day.

   a. categorize them
   b. make sentences
   c. alphabetical ordering
   d. sort according to same initial sounds, ending sounds, syllables, vowel sounds, etc.
   e. reading as flash cards
   f. rhyming

5. Any word the child forgets must be removed from his word bank. He can look it up in the story by himself because the date is on the back of the card.

6. Teacher controls the repetition of the words in the word bank.

7. When child knows more than half the words, begin underlining the words he does not know.

8. Child dictates another story. The same procedure is followed each time.

Summary of Steps in Kinesthetic Techniques for Learning New Sight Words

1. Cut typewriter-size paper in halves the long way of the paper.

2. Write the word to be learned with crayon in large script.

3. Have the child trace the word with his forefinger (or forefinger and middle finger) at all times in contact with the paper. The child traces the word as many times as he wishes. As he traces, he pronounces the word out loud syllable by syllable. When he finishes tracing, he pronounces the word as a whole.

4. Remove the word from the child's sight.

5. Have him write the word with a pencil.

6. If he does not write the word correctly, have him trace it again as a whole. Remove the incorrect word from sight. Never let him erase or attempt to "patch up" the word. The word should always be written as a unit.

7. Type the words which have been learned on small cards.

8. Have the pupil file both the large pieces of paper and the small cards alphabetically. As the pupil attains complete mastery of a word, the large paper can be thrown away and only the small file retained. Words on the cards may be flashed for quick review.

9. Whenever the child forgets a word, he retraces it until he feels that he can again write it from memory. He never copies.

Fernald Method of Remedial Reading Instruction

The actual reading materials are "stories" which the pupil writes about his own experiences and interests. As he writes, he uses the method described above to learn words which are new. At first the "stories" will be one or two sentences in length. As more and more words are learned, the length will increase. The instructor makes any necessary corrections in punctuation and typewrites the story before the next session. The child reads his story in typescript and keeps it on file for frequent review. As soon as a small vocabulary has been built up, the teacher may write stories also using the same words and thus providing additional practice.

After a time, which varies from one individual to another, the pupil will become less dependent on tracing and will learn some words by just "looking."

As soon as all or almost all of the words contained in a basal reading book have been learned by the tracing method, the pupil may be given the book to read. For full explanation see Grade Fernald, Remedial Techniques in Basic School Subjects. McGraw-Hill, 1943.

Area of Need:
Academic

Purpose:

Ways of Helping Children Learn Basic Vocabulary

Materials:

As listed.

Procedures:

1. List phrases containing new words on board. Distribute word cards to group. Child matches his word card and board word. Vary this by having child circle the word the teacher says or a child selects.

2. Another variation of #1 is to ask all children to sit on rug. If a child can say three phrases (or words) teacher chooses, he may get back on his chair. Vary this with age level of child.

3. Children kneel on chairs with hands behind them. Teacher distributes words. Children turn, study and after showing it, say word.

4. Leader and class - a review of the pack. Child stands behind first child's chair. When teacher exposes card, both try it. The one who says it correctly first gets the card. Leader moves on to next child. Count how many the leader got, the class. Who won?

5. Place 4 or 5 cards of each word along the ledge. As teacher reads a familiar sentence from the book or makes up a new one, some child selects the words and builds the sentence in chart holder or on floor. Later in year, children may read sentences to be built.

6. Fish Pond - a large circle of cardboard with outlines of fish drawn on it. Words are written on same size outlines, cut out, fastened with a paper fastener and placed in a box. A magnet tied on a string is passed from one child to another as he fishes. If the child knows the word, he "catches it" and covers a space on the cardboard. Aim: To stock the pond in ten minutes. Words missed go back into the box. (Can be used as an independent choosing activity later.)

7. Write practice words on a long tagboard strip. Make a large envelope with a window cut out of the front. Insert the roll of practice words and pull it through. Child may continue as long as he knows words. (Smaller envelopes and strips are good for independent work.)

8. When several new words are used in a story, they may be placed on a circle of cardboard. A second circle placed in front with a brad can be turned so one word is exposed at a time.

9. Block out the word form on the board. A child may trace it, following a left-to-right progression.

10. On the board, block off 4 or 8 squares and put a word (noun) in each. Children take turns drawing the right picture in each box. Vary by matching word and picture cards.

11. Use basic vocabulary in action sentences.

12. Put words on ledge. Have children study attentively, then close their eyes while teacher removes one card. Open eyes and tell what word is missing.

13. To aid in recognition of both capitalized and small letter forms:

    a. Write both on board. Beneath each write word, sometimes with capital, sometimes with small. Child tells word, frames or circles one exactly like top word.

    b. List words in first column all beginning with small letters. In second column, put same word in mixed order beginning with capitals. Child draws lines that connect words.

14. The use of phrase cards will be found of great assistance in correcting the error of omission. Short, easy phrases should be used at first, such as "all day," "they ran," "into the house," etc. When these have been thoroughly learned, longer more difficult phrases may be introduced. Phrases may be used which tell a story when put together.

15. Answering Phrases - Short phrases from a story read in class may be placed along the blackboard ledge. The child may be asked to find the answers to a question, as "Where did the little dog run?" The child would be expected to pick out a phrase such as "into the house."

16. Rotating Wheel - Two circles, one smaller than the other, are fastened together through their centers in order to rotate freely. The centers may be fastened by a large fastener. Initial consonants are printed on the large circle, and phonograms are placed around the edge of the smaller circle so that different words can be formed. By rotating the larger circle, initial consonants can be combined with the same phonograms, final sounds, etc.

17. Final Sounds - The teacher prints a list of seven or more words at the left of a large card. She then gives the child a large number of small cards, each bearing a word. The child hunts through the small cards for words that will rhyme with the words on the large card. When such a word is found, it is placed at the right of the rhyming word on the large card. This method can be used for seatwork. Pictures mounted on tagboard can be used instead of words.

18. Picture Book of Sounds - For children who have difficulty with certain sounds, the teacher keeps a book filled with pictures of objects that begin with the specific sounds. For words beginning with the letter r, pictures such as rat, rooster, rake, etc., can be used; for words with sw, sweater, swing; for sl, sled, slide, etc. Children are shown the pictures and told to name them. This gives the child more practice with the sounds and helps in identifying initial or other sounds.

19. Steeple Chase - Write phrases on cards that have been folded so they will stand. Place these on the table. The child moves a small figure mounted on a horse (these can be cut from paper). As he says the phrase on a card, his

horseman jumps the hurdle and he may continue as long as he knows the phrases. This can be used with beginning consonants, etc.

20. Save Pack Game - Teacher quickly shows the phrases or words, giving each child a turn. If the child does not know the word, he is given a duplicate card for his "save pack." He reviews his cards whenever he has an opportunity and has the other children help him. He may eliminate the words when he knows them. The children try to know each other's "save packs." They try to keep them as small as possible.

21. Cat and Mouse - One is chosen to be the cat, the rest of the troup are mice. The cat chooses one mouse for his dinner. The teacher shows them one word card; if the cat answers correctly first, he gets the mouse for dinner. If the mouse says the word first, he gets to be the cat and takes the cat's place.

22. Grab Bag - Decorate a paper bag with flowers, clowns, etc. Place a set of pictures on the chart rack. The word cards are placed in a bag. Each player in turn draws a card from the bag and matches it to the correct picture. If the player knows the word, he gets to keep the card; if not, he returns it to the grab bag.

23. Take a Number - Write a list of 10 to 15 words on the blackboard. Prepare a series of small cards numbered from one to fifteen and put them in a bag or box. The player closes his eyes and draws a number, then reads the corresponding word.

24. It's Magic - About 5 or 6 words are written on the blackboard. One pupil is "It". He stands and looks out the window. Another pupil is chosen to come to the board and point to one of the words. "It" turns around and tries to guess the word. If he is right the first time, the group says, "It's magic," and "It" gets another turn.

25. King and Queen - About 6 words are written on the board and numbered. One pupil is chosen to be King or Queen and sit on the throne. He calls on one of the group who asks him to read "Number 3" or any number he chooses. Then the King calls on another and so on. As long as the King (or Queen) reads the word he is asked to read, he stays on the throne.

26. Dog Catcher - Teacher is the Dog Catcher and the rug or a certain place in the room is the truck. Each child in turn reads a word card - if correct he escapes. If wrong, he is caught and must sit on the rug or section of the room (dog pound).

27. I Am Wishing - Label a shoe box with words "Toy Chest" (decorate if possible). Assemble a set of cards with "Toy Words" on them, such as boat, ball, card, etc. Each pupil may have about 3 cards. The teacher holds the toy box. She calls for a toy by saying, "I am wishing for a ball." The pupil who has the corresponding word may say, "I can make your wish come true." He first reads his card aloud, then puts it in the Toy Chest.

28. Mr. X - Each pupil in turn reads a word card. If correct, "You" gets a point. If incorrect, "Mr. X" gets a point. Score is kept at the blackboard and at the end of the game, the points are totaled to find the winner.

29. Jack Be Nimble - Place word cards in a row on the floor about a foot apart with a low candlestick at the end of the row. Each child jumps over a card after he has read it and at the end of the row of cards he may jump over the candlestick.

30. Up Indian, Down Indian - Pupils sit on the floor in front of their chairs. Each in turn reads a word card. If correct, the teacher says, "Up Indian," and the child sits up on his chair. If incorrect, the teacher says, "Down Indian," and the child stays on the floor until the next time.

31. Streetcar - Children are seated in a streetcar. The engineer flashes a card at one of the passengers and the conductor tries to identify it before the passenger. If the passenger identifies it first, he becomes the conductor. If not, the conductor goes to the next passenger when another card is flashed.

32. Giant Steps - Two children of about equal ability stand at the back of the room. When a word is flashed, the child who recognizes it first takes one giant step forward. The object is to be the first to get to the front of the room through quick recognition of the words.

33. Mailbox Game - Each child goes through a pack of word cards identifying those he knows. Those he does not know are dead letters. A helper works with him on the dead letters so that all the words are known and all the letters are delivered.

34. Wordo - Cards are prepared like Bingo cards except that common words are used. No two cards have identical rows or columns. Teacher or child calls out a word and the children who have that word on their card cover it. The first child to have five words horizontally, or vertically, or diagonally, checks his words against the ones kept by the teacher to see if he is the winner. (Game could be played with a worksheet of words run off. Form boards could be used with paper clips and the teacher can change the words from time to time.)

35. Making Sentences - Each child has a word card. The teacher reads sentences containing some of the words the children have. The children having the words used come to the front of the room and find their places to form the sentences. The other children read it when it is complete. One side of each card may have the word starting with the capital letter so the sentences can start with a capital. Punctuation mark cards may be used also.

36. Postman - A child distributes a word card to every child. Then each child reads his letter and if he reads it correctly he may send it to another child. The opportunity is thus afforded for children to read various cards. Simple sentences may be used in this way also.

37. Take the Dog a Bone - The picture of a dog is placed at one end of the chalk tray. A child can feed the dog as many bones as he can identify.

38. Tic Tac Toe - Words are printed in a circle on the board or arranged in the pocket chart. A child takes the pointer and says, "Tic, Tac, Toe; around I go; where I stop, does __________ know?" Then he chooses a child whose name he calls to identify the word to which he is pointing. If that child says the word correctly, he becomes "It." Sentences may be used instead of words or phrases.

39. Get What You Can - There are many devices such as: fireman rescuing people from a burning house (words or phrases); stepping stones across a stream; climbing a wall of a castle; picking apples from a tree; picking pumpkins from the vine; tightrope walking; eggs in a basket; taking fish from the pole, etc. Children say the words or phrases one after another quickly.

40. Clapping - Difficult words are listed on the blackboard. A child announces one of the words without pointing to it. He then proceeds to point to various other words without stating what they are until he comes to the one he has announced. At this point the children who recognize it are to clap softly. When children clap at the wrong time that is a clue for immediate help.

41. Pointer Race - Two children of about equal ability go to the blackboard. Each of the other children in turn call out one of the words and the child who points to it first scores a point. This game may be played by choosing sides.

42. Stoop Game - Quickly flash the word cards around the group, giving each child a turn. If a child misses a word he must stoop. If he is quick enough to say another word before the child whose turn it is can say it, he may sit and that child must stoop. The object is to keep from having to stoop. Modification of this game is sometimes called "Dog Catcher."

43. Who Can Guess the Secret Word?- Teacher can put a list of about six words on the blackboard. (Words the children need drill on.) She says, "I'm thinking of a word on the board. Who can guess the secret word?" She calls on a child at the circle. He points to the word he thinks it might be and also says the word. "Is it the word ________?" Each child guesses just once. If it is not the secret word, another child is called upon and gets a chance to guess. The child who finally guesses the word may erase it and it is his turn to choose the secret word from those listed on the board. The list of words can be composed of words the children ask the teacher as they are studying at the circle, words children miss while reading aloud, or new words.

44. Traveling Eraser - Teacher places a list of words on the board for drill. First a child comes up and holds the eraser next to a word and says the word. He looks at the rest of the children at the circle and if he has said the word correctly, they nod their heads "yes." If it is correct he may erase the word he chooses. If he says the word incorrectly he sits down and can try again. After a turn, the child takes the eraser to the child next to him for a turn. In this way the eraser travels. The game continues until all of the words on the board are erased.

45. Say the Word - For a real quick drill. Teacher has a list of words on the board. She holds the eraser next to a word and calls on a child at the circle. He says the word. If it is said correctly the teacher erases the word. If a child misses a word, it is not erased and you come back to him for another turn.

46. Climb the Ladder - A variation of the fireman drill game. Teacher has a list of words for drill on the board with a line between each one (the steps on the ladder) and lines on the side. Teacher asks, "Who can climb up the ladder?" Child starts at the bottom of the list and with the pointer points to each word in order and says it. If he says them all quickly he has climbed up the ladder. If a child doesn't know a word the teacher asks a child to help him up the ladder by

telling him that word. Children take turns quickly saying the words as they climb up and down the ladder.

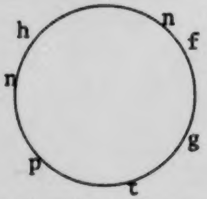
47. Take A Picture - Teacher places three words on the blackboard or three word cards on the chalk ledge. As a group, the children pronounce the words. Then the teacher says, "Take a picture of the words." (Children pretend to snap the camera.) "Close your eyes." Teacher erases or covers one word. "Eyes open." Children guess the missing word. Repeat this again with three more words.

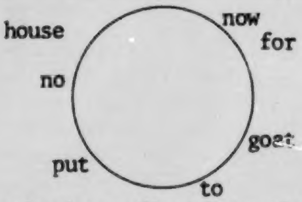
Phonics Games - to be used to help clinch skills taught.

48. Balloons - Draw a picture of a bunch of balloons. Write a beginning consonant on each balloon. You are to sell them. Each child who can say a word with the beginning letter buys a balloon. Let the child select the balloon he wants. Write on the balloon the word he says and his name.

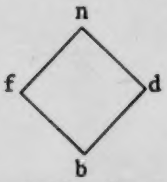
49. Let's play a game with these letters on the blackboard. We'll have two teams and take turns. When I say a word, the one whose turn it is must come and find the letter the word begins with and pronounce the word. If you get the right one, it counts a point. Be ready for your turn.

50. Merry-go-round - You must say a word that begins with each letter on the merry-go-round to get a free ride. I'll ride first to show you how.





51. Baseball - To make a home run, you begin on first base then go to second then to third and home. Remember each word must end in the letter on each base. (This can be done with beginning consonants and also write words on the bases and make the runs with giving words that rhyme.)



52. Sliding/Skating/Coasting - Let's play we are going sliding. To take your sled up the hill (or wagon, bike, etc.) you must say a word that begins with each letter. If you make no mistakes you may slide down.

Source: San Diego State University
Reading Clinic
Dr. Joan Curry

Area of Need:
Academic - Language

Purpose:

Instruction in Word Attack Skills

Materials:

As appropriate

Procedures:

As appropriate

PHONETIC ANALYSIS + STRUCTURAL ANALYSIS

Regular Consonant Sounds

boy
cat
dog
fish
goat
house
jump
kite
lamp
monkey
nail
pan
rat
sock
turtle
valentine
wagon
yellow
zoo
box

Consonant Blends

blue
clown
flower
glove
plan
sleep
splice
bread
crack
drum
freeze
green
pretty
tree
throw
turn
scar
skate
smoke
snail
spill
still
swim
scrape
spring
squirrel
string
dwell
twin
queen
nest
tent
bank
send

Regular Consonant Digraphs

white
chair
this (voiced th)
shoe
sing
thin (unvoiced)

Consonant Digraphs With Sounds of Regular Consonants or Another Digraph

chorus /k/
chef /sh/
phone /f/
laugh /f/
duck /k/

Multi-Sound Consonants

cat /k/ cf. city, cellar, cycle /s/
goat /g/ cf. giant, gentle, gypsy /j/
sock /s/ cf. his /z/
sure /sh/
measure /zh/
queen /kw/ cf. unique /k/
turtle /t/ cf. nation /sh/
mutual /ch/
box /ks/ cf. exist /gz/
xylem /z/

Silent Consonant Combinations

tall
knife
gnaw
wrong
climb
debt
high
night
fetch

R-Controlled Vowel Sounds

car
her
bird
for
turn

Irregular Vowel Sounds

all /aw/
pony long /e/
my long /i/
behavior /y/

Vowel Dipthongs (Blended Sounds)

boy
oil
out
cow (w functioning as vowel)

Regular Vowel Digraphs

meet
meat
ceiling
toe
pie
easy
true
rain
boat
key
play
grow (w functioning as vowel)
food

Irregular Vowel Digraphs

August
bread
few
you
grow
look
vein
great
friend
field

Vowel Sound Generalizations

Given	Pattern	Vowel Sound	Example
One vowel word ending with a consonant (or a closed syllable)	CVC or VC	short	rid, up
One vowel word ending with the vowel (or an open syllable)	CV or V	long	me, a
Two or more vowel word; last vowel is final e	CVC'e'	long	ride, awake
Consecutive vowels, not diphthongs or irregular digraphs	CVVC or VVC	long 1st vowel	rain eat

Structural analysis required recognition of parts as prefixes, suffixes, and syllables.

Common suffixes are: -ing, -ed, -er, -es, -est, -ous.

Suffix Generalizations

Given	New Form	Example
A base word ending in e plus suffix beginning with vowel	drop e and add suffix	make making
A base word pattern CVC for last three letters plus suffix beginning with a vowel	double consonant add suffix	hop hopped
A base word ending with consonant, but not CVC pattern, plus suffix beginning with vowel	add suffix, no change in base word	eat eaten
A base word ending with a consonant and y, plus a suffix beginning with e	change y to i, add suffix	fly flies

Prefixes change base word meaning but usually not its spelling: dis, en, in, un, re, pre, anti, ex, tele, pseudo.

Syllables are word parts representing single voice inflection, so provide pronunciation units.

Syllabication Generalizations

Given	Example	
The number of syllables equals the number of vowel sounds.	cat = 1 tiger = 2	rate = 1 rain = 1
Given pattern - VCCV*, usually divide VC/CV	VC/CV pen/cil	
Given pattern - VCV*, usually divide V/CV	V/CV a/corn	CV/CV pu/pil
Except, given pattern - VCV* and the consonant is r, usually divide - V'r'/V	car/ol er/os	per/il
Regardless of pattern, consonant blends and digraphs are not divided	ei/ther di/graph	vi/brate graph/ic
Given word ending in a consonant plus - le, the last syllable starts with the consonant	sim/ple	star/tle
Given syllable ending in e and preceded by two consonants, preceding vowel is not affected and e is silent	forge, en/trance	
Closed syllables (CVC or VC) usually have short vowel sounds	pic/nic, rab/bit, vow/el	
Closed syllables ending with igh, ind, old, the vowel is long	high, cold, bind/er	
Open syllables (CV/- or V/-) usually end with a long vowel sound	ca/per, o/pen, i/dea, la/ter	
A closed syllable (CVC or VC) ending in r usually gives an r-controlled vowel sound	pur/sue, car/rot, e/mer/ge	
When spoken, the syllable formed by a consonant + le, the sound order is consonant + el	nee/dle, an/kle	

*Starting with the first vowel occurring in the word.

Area of Need:

Academic - Language

Purpose:

Word Production: Oral Fluency

This activity provides a measure of the ability to produce words in isolation, and develops the skill of word production. Using the task, children can be taught to chain ideas - that is, link together words that have something in common, e.g. blue, sky, bird, cloud.

Materials:

None

Procedures:

To conduct oral fluency, proceed as follows:

1. Explain: "This is called Oral Fluency. While one of us keeps time for one minute, the other one says as many words as he can say. But they have to be separate words. You can't speak in sentences. The one keeping time makes a mark each time a word is said, so we will know how many words we could each say in a minute. (If you are doing oral fluency with a group, use a different timer than marker. Do not give credit for words repeated.)
2. Participate in the activity yourself. Do the best you can. It does not matter if the teacher's score is higher than the child's, for each person is competing only with his own score.
3. Build graphs for each person. Discuss what seems to make a person able to come up with words faster. Suggest categorizing, with animals, people, colors, moods, verbs, and the like.
4. Oral fluency makes a good beginning activity for a reading or language arts group. Children can be taught to time and mark for one another. Thus an entire group can participate in oral fluency in diads or triads, and use only three or four minutes for the entire marking and scoring process.

Source:
Clinical Training Center
School of Education
California State University
San Diego

APPENDICES

Draft No. 7: 5-23-79
Project HAPI

APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 4

FICTITIOUS

Student *Sue Gonzales* BD *7-25-65* CA *13.3*

Personal Identifier *ASB #: 17-189-A* Sex *Female*

Teacher *Ray Guest* No. Yrs. Enrolled in School *8* Grade *8*

School *Monroe Jr. High* Special Program *Educationally Handicapped*

Date of Initial Enrollment in Special Education *9-74* *Projected Date of Placement *10-10-78* Anticipated Duration of Placement *10-79*

Career/Vocation Education Program *To be provided in special class.*

Extent of Regular Class Placement *30* % P.E. Program *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Articulation--frontal lisp. Language deficits interfere with academic success.*

Academics: *Reading, math, writing, spelling are at primary grade levels.*

Social Adaptation/Emotional Development: *Difficulty dealing with social situations. Cries easily.*

Psychomotor: *Fine motor skills delayed.*

Prevocational/Vocational Skills: *Writing often illegible. Shows little awareness and interest.*

Self-Help Skills: *Age appropriate.*

Learning Style (Modality): *Visual-motor.*

Learning Approach (e.g., reflective, persistent, etc.): *Needs much reassuring. Seldom initiates tasks independently.*

Health Status: *Vision and hearing normal. No health problems noted.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *October 1, 1978*

Parents *Mr. Manuel Gonzales* Phone *None*

Address *8316 Del Rey Avenue, Monroe CA 98789*

Native Language of Pupil *English* How Determined *Interview*

Native Language of Home *Spanish* School District of Residence *Monroe Union*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Academic skills seriously delayed. Communication skills are poor in both Spanish and English. Exhibits poor peer relationships. Lacks prevocational/vocational understanding.*

Specific special education to be provided: *Self-contained class for the educationally handicapped class with specially designed instruction in basic skills and career education.*

Related services to be provided: *Speech-language therapy to interface with academic program. Transportation.*

Special material/equipment to be provided: *CARE Curriculum for career education and development of social adaptation and emotional skills.*

Provision(s) for possible transition into regular classroom program: *Continued transition into regular classes will be adjusted compatible to Sue's needs.*

Rationale for Least Restrictive Environment: *The self-contained educationally handicapped class provides the appropriate setting for providing Sue with an appropriate educational program. P.E. and family education shall be provided in the regular class programs.*

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Student *Sue Gonzales*

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Participating IEP committee members [XX] sign below:	Date
Manuel Gonzales Parent/designee signature	10/1/77
Parent/designee signature	
Student signature	
XX Lois Fletcher Special education administrator/designee signature	10-1-77
Mary Jean Regular education teacher signature	10-1-77
*School psychologist signature	10-1-77
Verna Jay *Language, speech, and hearing specialist signature	10-1-77
Rhonda Lew School nurse signature	10/1/77
Ray Guest Special education teacher signature	10-1-77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

Secondary level graduation requirements (CAC 3306(s)):

Graduation shall be based on completion of curriculum for secondary students with exceptional needs as set forth in board of education policy, Monroe Union High School District.

Determination of extended school year services (CAC 3306(e)):

Summer school (seven (7) weeks) shall be available to Sue. Achievement of goals and objectives are based on her attendance during the summer session.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Self-contained class for educationally handicapped.
Specified Special Education Placement

Parent/designee signature	Date
Manuel Gonzales	10/1/77

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature	Date
Manuel Gonzales	10/1/77

*Has evaluated pupil

[XX] Indicates designated team coordinator

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Student *Sue Gonzales FICTITIOUS*

Annual Goals	**Short Term Instructional Objectives**	**Monitoring of Goals and Objectives**
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve Academic Skills	*A. By October 1979, Sue will demonstrate sound-symbol association with 90% accuracy when presented 10 sounds.* **Person responsible** *Ray Guest* **Date established** *10-10-78*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By October 1979, Sue will achieve six months' growth on the KEY Math Test. **Person responsible** *Ray Guest* **Date established** *10-10-78*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. By October 1979, Sue will produce legible cursive writing skills as determined by teacher. **Person responsible** *Ray Guest* **Date established** *10-10-78*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	D. By October 1979, Sue will show a growth in spelling of at least six months as measured by the WRAT. **Person responsible** *Ray Guest* **Date established** *10-10-78*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Develope an Awareness of Vocational Choice	*A. By October 1979, Sue will identify components relevant to job success per CARE Curriculum TPO:B31 Career Education and B31.1 Job Success Assessment will be made by teacher.* **Person responsibile** *Ray Guest* **Date established** *10-10-78*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Build Awareness of the Psychological Self	*A. By October 1979, Sue will be able to name 10 defense mechanisms that may be utilized to protect ego from aniety with 90% accuracy on three consecutive trials.* **Person responsible** *Ray Guest* **Date established** *10-10-78*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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Student *Sue Gonzales* *FICTITIOUS*

Page *4* **of** *4*

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
IV. Correct Frontal Lisp	A. By October 1979, Sue will have completed the Home Extension Program (SWRL) with 90% accuracy as measured by self-monitoring. Person responsible Verna Jay Date established 10-10-78	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
V. Improve Receptive Language Skills	A. By October 1979, Sue will decode a four-sound sequence with 80% accuracy when presented with 10 words. Person responsible Verna Jay Date established 10-10-78	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By October 1979, Sue will demonstrate with paper/pencil tasks an understanding of 80% of the Boehme Basic Concepts as measured by teacher made test. Person responsible Verna Jay Date established 10-10-78	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsibile Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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APPENDIX A
INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student Kenneth Kelley **BD** 10-5-66 **CA** 11
Date of Meeting September 10, 1977
Personal Identifier SS #: 378-34-7849 **Sex** Male
Parents Ken and Susan Kelley **Phone** 566-4639
Teacher May Allison **No. Yrs. Enrolled in School** 6 **Grade** 5
Address 3409 Compton Street
School Hollister **Special Program** EMR
Native Language of Pupil English **How Determined** Parents
Date of Initial Enrollment in Special Education 9-10-77 ***Projected Date of Placement** 9-15-77 **Anticipated Duration of Placement** School year/subject to annual review
Native Language of Home English **School District of Residence** San Pedro Unified
Career/Vocation Education Program Integrated in regular class program/activities.
Extent of Regular Class Placement 20 % **P.E. Program** Regular

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Age appropriate.

Academics: Reading and spelling skills are delayed more than three (3) years. Math skills somewhat better.

Social Adaptation/Emotional Development: Not self-directed; feelings of inadequacies.

Psychomotor: Beery VMI R.S. 10 Age 5-7; Piaget R/L below grade level.

Prevocational/Vocational Skills: Age appropriate.

Self-Help Skills: Time concepts; time relationships--months, seasons, minutes, hours, days and weeks.

Learning Style (Modality): Visual.

Learning Approach (e.g., reflective, persistent, etc.): Willing to work hard and cooperate although easily distracted by noise. Needs structured approach.

Health Status: Normal vision and hearing screening. No health problems noted.

***Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):** No delay.

RATIONALE FOR PLACEMENT

Functional description of handicap: Kenneth is below grade level in all basic academic skills. He is unable to direct himself and needs more individual attention. (See learning approach.)

Specific special education to be provided:
Special class placement for educationally mentally retarded.

Related services to be provided:
Transportation.

Special material/equipment to be provided:
Individual study carrell--available comic books.

Provision(s) for possible transition into regular classroom program:
Changes in program are dependent upon Kenneth's progress and needs and consent of Kenneth's parents.

Rationale for Least Restrictive Environment:
Based on E&P committee conclusions and parent preferences, Kenneth's optimal progress can be expected from current placement.

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Student *Kenneth Kelley* FICTITIOUS **Page 2 of 3**

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Participating IEP committee members ^XX^ sign below:	Date
Susan Kelley Parent/designee signature	9-10-77
Ken Kelley Parent/designee signature	9-10-77
Student signature	
Joyce Carter Special education administrator/designee signature	9-10-77
Regular education teacher signature	
*School psychologist signature	9-10-77
*Language, speech, and hearing specialist signature	9-10-77
School nurse signature	9-10-77
XX May Allison Special education teacher signature	9-10-77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

^XX^Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Proficiency requirements at the elementary level for individuals with exceptional needs are set forth in the Board of Education Policy #82-B, San Pedro Unified School District.

Determination of extended school year services (CAC 3306(e)):

A summer school program shall be made available to Kenneth in July and August 1978 in the San Pedro Unified School District. Transportation will be provided to the school offering summer school classes.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Educationally Mentally Retarded
Specified Special Education Placement

Susan Kelley
Parent/designee signature — Date 9-10-77

Ken Kelley
Parent/designee signature — Date 9-10-77

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Susan Kelley
Parent/designee signature — Date 9-10-77

Ken Kelley
Parent/designee signature — Date 9-10-77

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Student *Kenneth Kelley* FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve reading skills.	*A. By June 1978, Kenneth will be able to identify 80% of new words from a word list prepared by teacher using word attack skills.* Person responsible *May Allison* Date established *9-10-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, Kenneth will comprehend a paragraph with 80% accuracy as measured by reading program diagnostic test. Person responsible *May Allison* Date established *9-10-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Improve math skills.	*A. By June 1978, given 40 test items, Kenneth will be able to complete whole number operations with 80% accuracy as measured by Math Program Test. (Whole number operations: addition, subtraction, multiplication and division).* Person responsible *May Allison* Date established *9-10-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, Kenneth will be able to demonstrate competency in math application skills based on teacher judged test. Person responsible *May Allison* Date established *9-10-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Improve spelling skills.	*A. By June 1978, Kenneth will reproduce graphically from memory selected words from reading vocabulary and experience when presented auditorially with 85% accuracy on teacher designed test.* Person responsibile *May Allison* Date established *9-10-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student Tod James **BD** 7-27-68 **CA** 10-4
Personal Identifier SS #: 403-92-8641 **Sex** Male
Teacher Jill Wallace **No. Yrs. Enrolled in School** 6 **Grade** 4
School Washington **Special Program** EH
Date of Initial Enrollment in Special Education 10-75 ***Projected Date of Placement** Continuing **Anticipated Duration of Placement** 1978-79
Career/Vocation Education Program Regular classroom.
Extent of Regular Class Placement 20 **%** **P.E. Program** Regular

Date of Meeting November 6, 1978
Parents Lois Carey **Phone** 936-1049
Address 1821 Hill Street, De la Jose CA
Native Language of Pupil English **How Determined** Parent report.
Native Language of Home English **School District of Residence** De la Jose

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Speech is often slurred, but has good vocabulary with strong verbal skills.

Academics: Reading and spelling are two years or more below grade level. Math at or above grade level.

Social Adaptation/Emotional Development: Development is somewhat delayed. Playground problems.

Psychomotor: Age appropriate.

Prevocational/Vocational Skills: Age appropriate.

Self-Help Skills: Age appropriate.

Learning Style (Modality): Strong visual learner.

Learning Approach (e.g., reflective, persistent, etc.): Requires positive, structured environment. Diligent worker on a one-to-one basis.

Health Status: No problems noted.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No delay.

RATIONALE FOR PLACEMENT

Functional description of handicap: Assessment indicates severe learning disorders involving reading, spelling and writing which adversely affect all language arts and social studies. Peer relationships are poor generally.

Specific special education to be provided: Self-contained class for educationally educationally handicapped.

Related services to be provided: None indicated.

Special material/equipment to be provided: Counter for charting behaviors.

Provision(s) for possible transition into regular classroom program: Transition into regular class activities is dependent upon progress and ability to work in a larger class setting.

Rationale for Least Restrictive Environment: Special class placement required to meet Tod's academic needs. Assignment to the learning center for advanced math activities, P.E. and social/extra curricular activities is indicated.

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Student *Tod James* *FICTITIOUS* **Page 2 of 3**

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Participating IEP committee members ^{xx} sign below: — Date

Parent/designee signature — 11-6-78

Parent/designee signature

Student signature

XX Special education administrator/designee signature — 11-6-78

Regular education teacher signature — 11-6-78

Mona Storm *School psychologist signature — 11-6-78

*Language, speech, and hearing specialist signature

School nurse signature — 11-6-78

Special education teacher signature — 11-6-78

Interpreter signature

Other signature (specify)

Other signature (specify)

Secondary level graduation requirements (CAC 3306(s)):

No graduation requirements at elementary level.

Determination of extended school year services (CAC 3306(e)):

Goals and objects based on assumption that Tod will attend the summer school session.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Self-contained class for educationally handicapped.

Specified Special Education Placement

Parent/designee signature — Date 11-6-78

Parent/designee signature — Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature — Date 11-6-78

Parent/designee signature — Date

*Has evaluated pupil

^{xx}Indicates designated team coordinator

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Student *Tod James* *FICTITIOUS*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve reading skills.	*A. By March 1979, Tod will decode and encode 8-10 CVCC words with 50% accuracy as measured by teacher-made list.* Person responsible *Jill Wallace* Date established *11-6-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By November 1979, Tod will decode and encode CVCC words with 80% accuracy as measured by teacher-made list. Person responsible *Jill Wallace* Date established *11-6-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	C. By November 1979, Tod will show six month's progress in reading recognition and reading comprehension as measured by the PIAT. Person responsible *Jill Wallace* Date established *11-6-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Improve work-study skills.	*A. By March 1979, Tod will work and complete tasks 40% of the time as recorded on teacher-made graph.* Person responsible *Jill Wallace* Date established *11-6-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By November 1979, Tod will accept assignments and complete them 80% of the time as measured by teacher-made graph. Person responsibile *Jill Wallace* Date established *11-6-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Improve playground behaviors.	*A. By November 1979, Tod will decrease disruptive playground behaviors by 75% as measured by self-monitoring and teacher-monitoring with counter and recorded on graph.* Person responsible *Jill Wallace* Date established *11-6-78*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student Don Mackley **BD** 9-28-67 **CA** 10

Personal Identifier Student #: 8362-4-M **Sex** Male

Teacher Ann Page **No. Yrs. Enrolled in School** 5 **Grade** 4

School Trenton **Special Program** Educationally Handicapped

Date of Initial Enrollment in Special Education 4-1-76 ***Projected Date of Placement** 10-4-77 **Anticipated Duration of Placement** 1977-78

Career/Vocation Education Program Provided in regular class curriculum.

Extent of Regular Class Placement 40 **%** **P.E. Program** Regular

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Distorted speech/easily distracted by surroundings.

Academics: Reading and math skills lag more than three years. All academic areas depressed.

Social Adaptation/Emotional Development: Limited peer relationships.

Psychomotor: Areas of need: fine motor development.

Prevocational/Vocational Skills: Shows interest in cars and airplanes.

Self-Help Skills: Age appropriate.

Learning Style (Modality): Visual and auditory; prefers to work alone.

Learning Approach (e.g., reflective, persistent, etc.) : Rather limited in willingness to work at a task; very short attention span.

Health Status: No reported medical problems. Vision and hearing screening within normal limits.

***Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):** No delay.

Date of Meeting September 30, 1977

Parents Leon and Judia Mackley **Phone** 264-7775

Address 3654 Market Place

Native Language of Pupil English **How Determined** Parent report.

Native Language of Home English **School District of Residence** Trenton Unified

RATIONALE FOR PLACEMENT

Functional description of handicap: Severe discrepancy exists between ability and achievement with academic achievement lagging more than three grade levels in reading and math.

Specific special education to be provided: Special day class placement for educationally handicapped for language arts, math instruction, development of acceptable social skills and study skills.

Related services to be provided: Transportation.

Special material/equipment to be provided: Manipulative materials for math.

Provision(s) for possible transition into regular classroom program: Dependent on progress and need, Don's program will be adjusted to appropriate increases of time in the regular class in both academic and nonacademic areas.

Rationale for Least Restrictive Environment: Don's current rate of progress indicates regular class placement of 40% is appropriate with individual instruction occurring in the special class as stated above.

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Student *Don Mackley* *FICTITIOUS*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve reading skills.	*A. By June 1978, Don will know the phonetic sounds of the vowels, consonants and consonant blends with 90% accuracy as measured by teacher's observation and recording.* Person responsible *Ann Page* Date established *9-30-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Improve math skills.	*A. By June 1978, Don will be able to demonstrate skill in computation of math problems involving carrying and regrouping with 90% accuracy on teacher-made test.* Person responsible *Ann Page* Date established *9-30-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, Don will know the seasons and months of the year, and will be able to tell time. Evaluation by teacher. Person responsible *Ann Page* Date established *9-30-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Improve social adaptation.	*A. By June 1978, Don will interact appropriately with peers on the playground per teacher observation.* Person responsible *Ann Page* Date established *9-30-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
IV. Increase attention span.	*A. By June 1978, Don will be able to make a smooth transition from one task to another 90% of the time as charted by aide and teacher.* Person responsibile *Ann Page* Date established *9-30-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

Form 631-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

*CAC Title 5 – 3307

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Student *Don Mackley* *FICTITIOUS*

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^XX^ sign below:

	Date
Judea Mackley Parent/designee signature	9-30-77
Leon Mackley Parent/designee signature	9/30/77
Student signature	
Special education administrator/designee signature	9-30-77
Regular education teacher signature	
Lela Brown *School psychologist signature	9-30-77
XX Verna Fay *Language, speech, and hearing specialist signature	9-30-77
School nurse signature	9-30-77
Special education teacher signature	9-30-77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

XX Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

No such proficiency requirements currently established at the elementary level in this district.

Determination of extended school year services (CAC 3306(e)):

Determination of summer school class will be made at the IEP review scheduled for June 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Educationally Handicapped Class
Specified Special Education Placement

Judea Mackley Parent/designee signature	9-30-77 Date
Leon Mackley Parent/designee signature	9/30/77 Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Judea Mackley Parent/designee signature	9-30-77 Date
Leon Mackley Parent/designee signature	9/30/77 Date

319b

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Draft No. 7: 5-23-79
Project HAPI

APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student Tonio Artist BD 3-25-61 CA 16

Personal Identifier SS #: 392046-8510 Sex Male

Teacher Joyce Alamada No. Yrs. Enrolled in School 11 Grade 11

School Denny High School Special Program EH - Resource Room

Date of Initial Enrollment in Special Education 9-76 *Projected Date of Placement 9-77 Anticipated Duration of Placement 1977-78

Career/Vocation Education Program Vocation Education with regular class.

Extent of Regular Class Placement 50 % P.E. Program Regular

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: General communication and retreival skills lag.

Academics: Reading, math and spelling skills lag 5-6 years (see Assessment Analysis).

Social Adaptation/Emotional Development: Self-directed; adequate.

Psychomotor: Age appropriate.

Prevocational/Vocational Skills: Poor penmanship, poor sequencing/organizing/classifying.

Self-Help Skills: Age appropriate.

Learning Style (Modality): Strengths: visual, visual-motor. Weaknesses: auditory, auditory memory.

Learning Approach (e.g., reflective, persistent, etc.) Perservering, positive.

Health Status: Vision and hearing screening normal. No health/medical problems reported.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No delay.

Date of Meeting September 1, 1977

Parents Tonio and Maria Artist Phone 288-6439

Address 2286 Duval Avenue

Native Language of Pupil English How Determined Pupil report.

Native Language of Home English School District of Residence San Carsca Unified

RATIONALE FOR PLACEMENT

Functional description of handicap: Tonio is functioning 5 to 6 years below grade level in reading and spelling and arithmetic. Further, his reticence to verbalizing (orally and written) places him at a disadvantage in the regular academic program.

Specific special education to be provided: Placement for educationally handicapped in a resource room with individual instruction in areas specified in the goals and objectives.

Related services to be provided: Transportation; guidance counseling.

Special material/equipment to be provided: Read ON reading series.

Provision(s) for possible transition into regular classroom program: Program change in academic and nonacademic areas are dependent on Tonio's progress and preferences.

Rationale for Least Restrictive Environment: Current placement reflects progress of past year and preferences of Tonio and the recommendation of the E&P committee.

Form [illegible]/HAPI
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San Diego County 6-78

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PINK—Originator

Student *Tonio Artist* *FICTITIOUS*

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{XX} sign below:	Date
Maria Artist Parent/designee signature	9-1-77
Tonio Artist Parent/designee signature	9/1/77
Tonio Artist Student signature	9-1-77
XX Special education administrator/designee signature	9-1-77
Regular education teacher signature	
*School psychologist signature	9-1-77
*Language, speech, and hearing specialist signature	9/1/77
School nurse signature	9-1-77
Joyce Alamada Special education teacher signature	9-1-77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

^{XX}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Graduation is contingent upon fulfilling those requirements and proficiency levels as set forth in Policy A #392 by the Board of Education, San Caresa Unified School District.

Determination of extended school year services (CAC 3306(e)):

Determination for summer school June 1978 will be made at the IEP review.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Resource Room for the Educationally Handicapped
Specified Special Education Placement

Maria Artist — 9-1-77
Parent/designee signature — Date

Tonio Artist — 9/1/77
Parent/designee signature — Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Maria Artist — 9-1-77
Parent/designee signature — Date

Tonio Artist — 9/1/77
Parent/designee signature — Date

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San Diego County 6-79

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Draft No. 7: 5-23-79
Project HAPI

Student *Tonio Artist FICTITIOUS*

Page 3 of 3

321b

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve spelling	*A. In June 1978, Tonio will read and write a list of "survival" words with an 85% accuracy as designated by teacher.* Person responsible *Eleanor Hayes* Date established *9-1-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Improve sight vocabulary.	*A. In 36 weeks, Tonio will be able to decode selected words from a designated list based on reading series with an 80% accuracy per teacher evaluation.* Person responsible *Eleanor Hayes* Date established *9-1-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Improve vocational skills.	*A. In 36 weeks, Tonio will be able to achieve with an 80% competency those skills necessary for vocational entry as measured by teacher-made inventory.* Person responsible *Eleanor Hayes* Date established *9-1-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
IV. Improve written expression.	*A. By June 1978, Tonio will express himself in written form in 8 out of 10 requests on items designated by teacher.* Person responsible *Eleanor Hayes* Date established *9-1-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
V. Improve visual motor skills.	*A. By June 1978, Tonio will demonstrate cursive legibility on various teacher designated forms.* Person responsibile *Eleanor Hayes* Date established *9-1-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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San Diego County 6-79

*CAC Title 5 – 3307

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APPENDIX B
SUMMARY OF CAC TITLE 5 REQUIREMENTS
COMPOSITION OF E&P AND/OR IEP COMMITTEE

Program	1 Special Ed.Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
All EH Programs	Yes	Yes	Yes	Yes	Current information may be requested by E&P committee.	When appropriate	Yes	Autistic, yes. Other EH optional.	Yes, when not same as #2.	Optional	Optional
MR	Yes	Yes	Yes	Yes	Optional	When appropriate	Yes	Optional	Optional	Optional	Optional
PH Programs (a) Hearing Impaired	Yes	Yes	Optional	Optional	Optional	When appropriate	Yes	Optional	Optional	Yes	Optional
(b) Blind	Yes	Yes, when available	Optional	Optional	(Or optometrist) written report.	When appropriate	Yes	Optional	Optional	Optional	Optional
(c) Partially Seeing	Yes	Yes, when available	Optional	Optional	(Or optometrist) written report.	When appropriate	Yes	Optional	Optional	Optional	Optional
(d) Orthopedic or Other Health Impaired	Yes	Yes	Optional	Optional	(Or nurse practitioner) written report.	When Appropriate	Yes	Optional	Optional	Optional	Optional

*Parent may have representative such as M.D., psychologist, M.S.W., teacher, etc. provide information to the committee.

**Pupil may be below age of 18 years if sufficiently mature and intelligent to participate in IEP planning.

***Who has examined pupil.

****Other pupil service worker(s) who has/have conducted assessment(s) [CAC 5 3301(e)].

Program	1 Special Ed. Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
(e) Severe Disorders of Language Including Aphasia	*Yes*	*Yes*	*Optional*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Yes--if student has significant hearing loss.*	*Yes, for NES/LES competent in primary language.*
(f) Other Speech-Language Handicapped (Communication Disorders)	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*
(g) Other Physically Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(h) Multi-Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
Development Centers for Handicapped	*Yes/or supervising head teacher*	*One(s) most appropriate to needs*	*Yes/or #5/or nurse practitioner.*	*Yes*	*Yes/or #3/or nurse practitioner.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional & CCS representative if available*
Hearing Impaired and Visually Impaired (Deaf-Blind)	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*

APPENDIX B

LEARNING DISABILITY (GROUP) CLASSES (LDG)
OUTLINE OF PROGRAM COMPONENTS

- I. Reading Skills
  - A. Word recognition
    - 1. Phonetic analysis
      - a. Auditory and visual discrimination
      - b. Consonants
        - (1) Single
          - (a) Initial
          - (b) Final
          - (c) Medial
        - (2) Digraphs (two letters representing one basic sound)
        - (3) Blends
          - (a) Two letter
            - 1) Initial
            - 2) Final
          - (b) Three letter (initial only)
        - (4) Silent consonants
      - c. Vowels
        - (1) Single
          - (a) Short (unglided)
          - (b) Long (glided)
          - (c) Vowels modified when preceding r
          - (d) a when preceding l
          - (e) a, e, o when preceding w
          - (f) Other vowel sounds (w, y, schwa, etc.)
        - (2) Digraphs
        - (3) Dipthongs
        - (4) Silent letters
        - (5) Rules
    - 2. Structural analysis
      - a. Affixes
        - (1) Endings
          - (a) Derivational/suffixes
          - (b) Inflectional
            - 1) Number
            - 2) Gender
            - 3) Possessive case
            - 4) Tense
            - 5) Degree (comparisons)

I. Reading skills (continued)

(2) Prefixes

b. Compound words (including hyphenated words)
c. Contractions
d. Syllabication
e. Configuration
f. Decoding

(1) Locate base (root) word
(2) Identify base (root) word from derived words

3. Other (alternate approaches)

(1) Combination of phonetic analysis and structural analysis

B. Vocabulary development

1. Recognition of unknown words through

a. Pictures
b. Sentences
c. Context
d. Definition

2. Develop sight/word vocabulary
3. Morphology (prefix definition)
4. Various kinds of words and phrases

a. Antonyms
b. Synonyms
c. Homonyms
d. Comparison devices

(1) Hyperbole
(2) Simile
(3) Metaphor

e. Expressions (figurative expressions)

(1) Idioms
(2) Colloquialisms
(3) Denotations/connotations

f. Personification
g. Classification
h. Analogies

C. Improve comprehension

1. Literal comprehension

a. Significant detail
b. Sequencing
c. Story telling
d. Phrase meaning
e. Sentence meaning
f. Paragraph meaning
g. Longer selection meaning
h. Summarize--exact literal meaning
i. Effect of punctuation on meaning

2. Interpretive comprehension

a. Main idea
b. Predicting outcomes
c. Inferences
d. Drawing conclusions
e. Mood
f. Time span and period

I. Reading skills (continued)

        - g. Character analysis
        - h. Cause and effect
        - i. Compare and contract
    - 3. Critical comprehension
        - a. Author's purpose
        - b. Author's technique
        - c. Fact and opinion
        - d. Reality (fact) and fantasy
        - e. Problem solving

II. Study skills

- A. Improve basic study skills
    - 1. Following directions (oral and written)
    - 2. Alphabetizing
    - 3. Outlining
    - 4. Classifying
    - 5. Note taking
    - 6. SQ3R (survey, question, read, review, recite)
    - 7. Test taking
- B. Improve locational skills
    - 1. Dictionary
        - a. Locate word quickly
        - b. Pronunciation key
        - c. Spelling of a word
            - (1) Syllabication
            - (2) Hyphenation
            - (3) Abbreviation
            - (4) Capitalization
        - d. Word meanings
        - e. Dictionary parts
        - f. Guide words
        - g. Homographs
        - h. Heteronyms
    - 2. Nonreference books
        - a. Title page
        - b. Preface
        - c. Table of contents
        - d. Introduction
        - e. Index
        - f. Glossary
        - g. List of maps and illustrations
        - h. Heading
            - (1) Chapter
            - (2) Center
            - (3) Side
        - i. Copyright notice
        - j. Acknowledgments
        - k. Bibliography
        - l. Footnotes
    - 3. Reference books other than the dictionary (encyclopedia, almanac, atlas)
        - a. Specific page
        - b. Entry (guide) word
        - c. Key words

II. Study skills (continued)

d. Content (best source of information)
e. Interpretation of information
f. Using information

4. Other books and materials

a. Magazines
b. Newspaper
c. Periodicals
d. Telephone book

C. Improve library skills

1. Classification system

a. Dewey decimal
b. Fiction/nonfiction

2. Card catalog
3. Location/arrangement of materials
4. Reader's Guide

D. Improve supplementary skills

1. Interpret diagrams
2. Interpret tables
3. Interpret graphs
4. Interpret charts
5. Interpret maps
6. Interpret signs
7. Interpret posters
8. Interpret timelines
9. Interpret flow charts
10. Interpret pictures and cartoons (with and without captions)

III. Writing skills

A. Improve handwriting (manuscript and cursive)

1. Preparation skills

a. Posture
b. Pencil/pen position
c. Paper position

2. Alphabet (letters), numeral and symbol formation skills

a. Slant
b. Form
c. Size
d. Spacing
e. Line quality
f. Alignment

3. Other skills

a. Legibility
b. Margins
c. Neatness
d. Accuracy of content
e. Rate/speed
f. Rhythm/flow

B. Improve Spelling

1. Phonics approach
2. Basic sight/word approach
3. Multi-sensory approach
4. General rules

IV. Language skills

- A. Improve grammar
  - 1. Parts of speech
    - a. Noun
    - b. Verb
    - c. Adjective
    - d. Pronoun
    - e. Adverb
    - f. Conjunctions
    - g. Prepositions
    - h. Clauses and phrases
  - 2. Usage
    - a. Subject-verb agreement (verb number)
    - b. Double subject
    - c. Verb tense
    - d. Pronoun (case agreement with antecedent)
    - e. Adjectives and adverbs
    - f. Comparative and superlative
    - g. Articles
    - h. Contractions
    - i. Homonyms
    - j. Double negatives
- B. Improve mechanics
  - 1. Capitalization
  - 2. Puncuation
    - a. Period
    - b. Comma
    - c. Question mark
    - d. Exclamation mark
    - e. Apostrophe
    - f. Colon
    - g. Semicolon
    - h. Quotation
    - i. Dash and dots
    - j. Parenthesis
  - 3. Abbreviations
  - 4. Indentation

V. Written composition

- A. Improve practical writing skills
  - 1. Sentences
    - a. Simple
    - b. Compound
  - 2. Paragraph
  - 3. Short essay
  - 4. Letters (brief and simple)
    - a. Personal
    - b. Business
- B. Improve creative writing skills
  - 1. Brief stories

VI. Other skills (Those skills not previously covered which effect the student's ability to comfortably function in a given area. Skills recommended by the E & P Committee as a result of tests/evaluation.)

A. Perceptual training
   1. Auditory
   2. Visual

B. Fine motor training

Source: Sally Hackworth and Grace Hanggi-Noe
LDG Communication Course
San Dieguito Union High School District
Cardiff-by-the-Sea, California

APPENDIX C

Addresses of Vendors and Publishers

1. Academic Therapy
P.O. Box 899
North Hollywood CA 91605

2. Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington D.C. 20007

3. Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston MA 02210

4. American Guidance Services
Circle Pines MI 55014

5. Bobbs Merrill
4300 West 62nd Street
Indianapolis IN 46206

6. Cajon Valley Union School District
P. O. Box 1007
El Cajon CA 92022

7. Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus OH 43216

8. CTB/McGraw Hill
Del Monte Research Park
Monterey CA 93940

9. Counselor Recordings and Tests
Box 184 Ackler Station
Nashville TN 37212

10. Curriculum Associates
6 Henshaw Street
Woburn MA 01801

11. DPI Publications Office
Room 114
126 Langdon Street
Madison WI 53702

12. The Economy Company
Individualized Instruction, Inc.
P. O. Box 25308
1901 North Walnut
Oklahoma City OK 73125

13. Edmark Associates
13249 Northrup Way
Bellevue WA 98005

14. Educators Publishing Service, Inc.
75 Moulton Street
Cambridge MA 02138

15. Follett Publishing Co.
1010 Washington Boulevard
Chicago IL 60607

16. Foreworks
7112 Teesdale
North Hollywood CA 91605

17. Garrard Press
1607 North Market Street
Champaign IL 61820

18. Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington DE 19806

19. Green & Stratton, Inc.
111 Fifth Avenue
New York NY 10030

20. Harcourt Brace Javanovich, Inc.
757 3rd Avenue
New York NY 10017

21. Harvard University Press
79 Garden Street
Cambridge MA 02138

22. Houghton-Mifflin
53 West 43rd
New York NY 10036

23. La Mesa-Spring Valley School District
4750 Date Avenue
La Mesa CA 92041

24. Language Resource Associates
P. O. Box 2085
Palm Springs CA 92262

25. Learning Pathways, Inc.
Box 1407
Evergreen CO 80439

26. Little Kenny Publications, Inc.
1315 West Belmont
Chicago IL 60657

27. Literacy Voluteers of America
Room 623 - Midtown Plaza
700 East Water Street
Syracuse NY 13210

28. Los Angeles County Department of Education
9300 East Imperial Highway
Downey CA 90242

29. Mayfex Association
Box 519 - 90 Cherry Street
Johnstown PA 19509

30. Melton Book Company
111 Leslie Street
Dallas TX 75207

31. New Brunswick Public Schools
24 Bayard Street
New Brunswick NJ 08901

32. Northwest Regional Resource Center
Eugene OR 97403

33. Personnel Press, Inc.
191 Spring Street
Lexington MA 02173

34. Psychological Corporation
757 3rd Avenue
New York NY 10017

35. Remediation Associates, Inc.
Box 355
Linden NJ 07036

36. San Diego Child Service Demonstration Center
Bayview Terrace Elementary School
2445 Fogg Street
San Diego CA 92109

37. San Diego County Department of Education
6401 Linda Vista Road
San Diego CA 92111

38. San Diego State University
San Diego CA 92182

39. San Dieguito Union High School District
2151 Newcastle Avenue
Cardiff-by-the-Sea CA 92007

40. San Francisco Child Service Demonstration
Model Service Center
2550 25th Avenue
San Francisco CA 94116

41. Science Research Associates, Inc.
259 East Erie
Chicago IL 60611

42. Slosson Educational Publications, Inc.
140 Pine Street
East Aurora NY 14052

43. Sweetwater Union High School District
1130 5th Avenue
Chula Vista CA 92011

44. Teachers College Press
Teachers College
Columbia University
New York NY 10027

45. Teaching Resources
100 Boylston Street
Boston MA 02116

46. Treehouse Associates
Box 568
Great Barrington MA 81230

47. Ungame Company
P. O. Box 964
Garden Grove CA 92642

48. University of Chicago Press
11030 South Langley Avenue
Chicago IL 60628

49. University Park Press
Chamber of Commerce Building
Baltimore MD 21022

50. Western Psychological Services
12031 Wilshire
Los Angeles CA 90025

51. World Book Company
Field Enterprises Educational Corporation
510 Merchandise Mart Plaza
Chicago IL 60654

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APPENDIX D

HANDBOOK EVALUATION

Project HAPI

Please evaluate Assessment + Intervention = IEP, A handbook on how to write an Individualized Education Program according to the rating scale below. Your input is requested since your reactions will provide the primary guide in improving and refining this second field test edition.

Rating Scale

1 = Not worth reporting
2 = Poor
3 = Fair
4 = Good
5 = Excellent

	1	2	3	4	5
1. Appropriateness of materials included for area of exceptionality					
2. Usefulness in selecting items (e.g. tests, strategies, materials) and organizing results in writing Individual Educational Program(s) (IEP's).					
3. Reliability of materials included.					
4. Practicality of materials included					
5. Availability of materials included					
6. Suitability to needs of students					
7. Usefulness to my style of assessment and intervention . . .					
8. Usefulness in designing inservice workshops to train teacher/specialists in writing effective IEP's and IIP's . .					
9. Usefulness of sample (completed) IEP's					
10. Ease of use - physical layout					

Your comments are invited on all aspects of these handbooks, Would you indicate those items, sections, etc. which are:

Not Worth Including	Most Worthy of Including

Other Comments:

Name________________________ District________________________

Position: Elem.__________ Sec.__________ Itinerant__________

Resource/Spec. Class________________________

BOOK TWO

FIRST TRAINING SEGMENT FOR THE EH HANDBOOK

THIS RESOURCE HANDBOOK, ASSESSMENT PLUS INTERVENTION EQUALS IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM FOR THE EDUCATIONALLY HANDICAPPED IS DESIGNED FOR USE BY SCHOOL DISTRICT PERSONNEL.

IT'S OBJECTIVE IS TO PROVIDE A GUIDE FOR ASSESSMENT AND PLACEMENT COMMITTEES TO FOLLOW IN FULFILLING THEIR RESPONSIBILITIES IN COMPLIANCE WITH THE FEDERAL AND STATE LAW FOR DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN. THE TAPE HAS BEEN PREPARED TO PERMIT THE HANDBOOK AND ACCOMPANYING MATERIALS TO SERVE AS A SELF-INSTRUCTIONAL PACKAGE. PARTICIPANTS ARE ENCOURAGED TO USE THE HANDBOOK AS A WORKBOOK AND AS AN OPEN-ENDED RESOURCE BOOK ADDING NOTES AND MATERIALS THAT ARE APPROPRIATE AND CURRENT.

THE TAPE, TO BE USED EFFECTIVELY, SHOULD BE USED SIMULTANEOUSLY WITH THE HANDBOOKS. THE TRAINEE MIGHT FIND IT HELPFUL TO STOP THE TAPE TO PERMIT CLOSER STUDY OF THE HANDBOOK OR PROVIDE TIME TO WRITE IN THE HANDBOOK ITSELF.

THIS HANDBOOK IS DIVIDED INTO FOUR MAJOR SECTIONS AND ORGAINZED IN SUCH A WAY AS TO BE OF PRACTICAL VALUE TO LOCAL SCHOOL ASSESSMENT TEAMS. IT IS ESSENTIAL THAT THE TEAM MEMBERS BECOME VERY FAMILIAR WITH THE FORMAT AND THE CONTENT OF THE HANDBOOK. THE HANDBOOK ACTUALLY IS NOT OFFERED AS A "COOKBOOK" APPROACH TO IEP DEVELOPMENT, BUT RATHER A FRAMEWORK WITH RESOURCE SECTIONS WHICH CAN BE ADAPTED TO A SCHOOL DISTRICT'S NEEDS. HOLES HAVE BEEN PUNCHED IN ALL PAGES SO THAT WHILE THE HANDBOOK MAY BE USED AS IT IS, IT MAY ALSO BE PLACED IN A LOOSE LEAF BINDER SO THAT THE PAGES MAY BE REMOVED FOR INDIVIDUAL USE AND SO A LOCAL SCHOOL SYSTEM WILL BE ABLE TO MAKE ADDITIONS RELEVANT TO ITS OWN SITUATION. SUCH ADDITIONS, FOR EXAMPLE, MIGHT INCLUDE CHANGES IN TIME LINES, CRITERIA FOR ELIGIBILITY, DUE PROCESS PROCEDURES APPROPRIATE FOR MASTER PLAN OR NONMASTER PLAN DISTRICTS, FORMS RECOMMENDED BY THE LOCAL SYSTEM, ADDITIONAL ASSESSMENT TOOLS, AND PERSONAL COMMENTS AND NOTES.

DURING THE INITIAL READING OF THE HANDBOOK, MANY READERS HAVE FOUND IT HELPFUL TO INSERT LABELED DIVIDERS DESIGNATING PARTICULAR SECTIONS LISTED IN THE TABLE OF CONTENTS, FOUND ON PAGES ROMAN NUMERAL FIVE, SIX, AND SEVEN IN THE HANDBOOK. A SET OF SUCH DIVIDERS HAVE BEEN PROVIDED FOR EACH HANDBOOK AND ARE TO BE INSERTED AT THE CONCLUSION OF THIS SEGMENT OF TRAINING. THE INTRODUCTION, FOUND ON PAGES ONE AND TWO, GIVES AN OVERVIEW OF THE HANDBOOK'S PURPOSE AND ORGANIZATION.

PART ONE OF THE HANDBOOK PRESENTS A SYSTEMATIC APPROACH TO IEP DEVELOPMENT BEGINNING ON PAGE THREE. THIS ENCOMPASSES WHAT AN IEP INCLUDES WITH AN EXPLANATION OF NUMBERED COMPENTS WHICH CORRESPOND TO THE SAME NUMBERS LABELED ON AN IEP FORM FOUND ON PAGE 13. SEQUENTIAL STEPS IN IEP DEVELOPMENT FOLLOW. A PROPOSED GUIDELINE WHICH FOLLOWS TIME LINES SET OUT IN FEDERAL AND STATE LAWS MOVES STEP BY STEP THROUGH THE IEP PROCESS. THESE STEPS, WITH SUGGESTED STRATEGIES AND RECORD FORMS, MOVE SEQUENTIALLY FROM INITIAL IDENTIFICATION TO THE IMPLEMENTATION OF THE IEP. A FICTICIOUS INDIVIDUAL, JOHN PAULS, IS DOCUMENTED THROUGH EACH STEP TO A COMPLETED IEP RESULTING IN PLACEMENT.

PART TWO OF THE HANDBOOK, ASSESSMENT, CONTAINS TWO MATRICES AND A SECTION OF UNPUBLISHED, INFORMAL ASSESSMENT TOOLS. MATRIX A FOUND ON PAGE 89 LISTS ALPHABETICALLY ASSESSMENT TOOLS APPROPRIATE FOR EVALUATING THOSE AREAS OF BEHAVIOR AND FUNCTION WHICH MUST BE ASSESSED AS PRESCRIBED BY LAW. THE SECOND MATRIX ON PAGE 93 LISTS THE SAME TESTS GIVING KINDS OF INFORMATION REQUIRED FOR PREPARING AN ASSESSMENT PLAN, A PLAN WHICH REQUIRES PARENTAL WRITTEN CONSENT AND WHICH MUST BE DELIVERED TO THE PARENT WITHIN 15 DAYS AFTER A REFERRAL HAS BEEN MADE. THE UNPUBLISHED, INFORMAL ASSESSMENT TOOLS ARE DISCRIBED ON PAGE 115. THESE ARE LISTED ALPHABETICALLY FROM PAGE 117 AND ARE FOUND ON PAGES 119 THROUGH 202. THESE ITEMS MAY BE REMOVED FROM THE HANDBOOK FOR

USE. THEY WERE INCLUDED FOR THE SPECIFIC PURPOSE OF PROVIDING ASSESMENT ITEMS IN SCHOOLS WHERE ASSESSMENT TEAMS MEMBERS HAVE A LIMITED SELECTION OF TESTS.

PART THREE OF THE HANDBOOK, INTERVENTION, BEGINNING ON PAGE 203, PROVIDES A MATRIX ON PAGE 207 OF COMMERCIALLY PREPARED INSTRUCTIONAL MATERIALS REFLECTING THOSE RECENT NEEDS IN SPECIAL EDUCATION SPECIFICALLY THE IMPLEMENTATION OF PL-142. FOLLOWING THE MATRIX ON PAGE 217 A COLLECTION OF SAMPLE RESOURCES OF UNPUBLISHED AND INSTRUCTIONAL TECHNIQUES AND MATERIALS IS PROVIDED. THESE ARE LISTED ALPHABETICALLY ON PAGE 219. THE FOURTH MAJOR SECTION OF THE HANDBOOK, THE APPENCICES, BEGINNING ON PAGE 279 OFFERS MODEL IEP'S. A MATRIX ON PAGES 323 AND 324 GIVES THE REQUIRED COMPOSITION FOR MEMBERS OF VARIOUS E & P TEAMS AND, IN ADDITION, CURRENT INFORMATIONAL MATERIALS MAY BE FOUND IN APPENDIX B. APPENDIX C, PAGE 331, PROVIDES ADDRESSES FOR VENDORS AND PUBLISHERS. AND APPENDIX D, PAGE 335, OFFERS A HANDBOOK EVALUATION TO BE COMPLETED BY THE READER AFTER COMPLETING THE PROJECT HAPI TRAINING.

AT THIS POINT, IT IS RECOMMENDED THAT TRAINEES FIRST READ AND FAMILIARIZE THEMSELVES WITH THE CONTENTS OF THE ENTIRE HANDBOOK. IF TWO OR MORE PERSONS ARE TRAINING TOGETHER, AFTER THE HANDBOOK HAS BEEN READ, A DISCUSSION OF THE TEAM RULES AND RESPONSIBILITIES IS ENCOURAGED BEFORE PROCEEDING WITH THE NEXT SECTION ON THIS TAPE. THE NEXT SECTION WILL TAKE THE ASSESSMENT AND E & P COMMITTEE STEP BY STEP THROUGH THE IEP PROCESS FROM THE POINT OF INITIAL IDENTIFICATION THROUGH THE WRITING OF THE IEP WHICH MAY RESULT IN AN INITIAL PLACEMENT, A CONTINUATION OF PROGRAM, AN ALTERATION OF PROGRAM, OR REASSIGNMENT. AT CERTAIN POINTS THROUGH THE TRAINING, TRAINEES WILL BE INSTRUCTED TO COMPLETE PARTICULAR ASSIGNMENTS AND RECORDS BEFORE PROCEEDING FURTHER WITH THE AUDIO TAPED ACTIVITIES. THIS IS INTENDED TO GIVE CLARITY AND CONTINUITY TO THE PROCESS.

AFTER THE READING OF THE HANDBOOKS HAS BEEN COMPLETED AND THE HANDBOOK

TRAINING PACKET

PROJECT hapi

DIVIDERS HAVE BEEN APPROPRIATELY PLACED, CONTINUE WITH THE AUDIO TAPE THROUGH THE NEXT STEP IN TRAINING. THIS COMPLETES THE FIRST SEGMENT OF THE TRAINING.

SEGMENT TWO

THE SECOND PORTION OF TRAINING ASSUMES A GOOD UNDERSTANDING OF THE ORGANIZATION OF THE HANDBOOK AND ITS CONTENTS. THE TRAINEE SHOULD BE ENCOURAGED AT ANY TIME TO STOP THE TAPE FOR PURPOSES OF LOCATING PARTICULAR ITEMS, REFERRING TO OTHER MATERIALS, TAKING NOTES, COMPLETING DIRECTIONS, OR PERHAPS TO PERMIT A SECOND LISTENING TO A PARTICULAR PORTION OF THE TAPE.

THE IEP, THE INDIVIDUALIZED EDUCATION PROGRAM, MAY WELL BE THE SINGLE MOST IMPORTANT PROVISION IN PL 94-142 SINCE IT IS THE CHILD'S WRITTEN IEP WHICH WILL ULTIMATELY DETERMINE WHETHER OR NOT THE STUDENT'S EDUCATION IS APPROPRIATE AND ADEQUATE.

THE DEVELOPMENT OF AN APPROPRIATE AND EFFECTIVE IEP DOES NOT OCCUR BY CHANCE OR BY ACCIDENT. IT IS NOT BASED SOLELY ON A SINGEL ASSESSMENT TOOL NOR ON ONE PERSON'S INTERPRETATION, BUT RATHER EVOLVES ACCORDING TO CERTAIN PROCEDURES SET OUT IN 94-142 AND THE STATE TITLE FIVE REGULATIONS AND LOCAL EDUCATIONAL AGENCY POLICIES.

BEFORE AN IEP CAN BE DEVELOPED, IT IS NECESSARY TO UNDERSTAND WHAT SUCH A WRITTEN PROGRAM INCLUDES. IT WOULD BE HELPFUL TO THE TRAINEE TO REMOVE THE BLANK IEP FORM FROM THE HANDBOOK NOW. THIS IS FOUND ON PAGES 13, 13A, and 13B.

NOW, TURN TO PAGE 7 OF THE HANDBOOK WHERE THE COMPONENTS OF THE IEP AS REQUIRED BY FEDERAL AND STATE LAW ARE LISTED. FOLLOWING ON PAGE 8, THESE SAME COMPONENTS HAVE BEEN DELINEATED TO PROVIDE A GUIDE THAT FLOWS WELL IN WRITING THE IEP. ALL OF THESE COMPONENTS CAN BE FOUND ON THE PROJECT HAPI IEP FORM WHICH YOU HAVE JUST REMOVED FROM YOUR HANDBOOK. THIS FORM IS OFFERED AS AN EXAMPLE WHICH INCLUDES ONLY THE

INFORMATION REQUIRED BY LAW. LOCAL SCHOOL DISTRICTS MAY FIND THAT ADDITIONAL DATA FOR DISTRICT PURPOSES IS NEEDED OR THAT ANOTHER FORMAT IS BETTER SUITED TO ITS NEEDS THAN THE ONE FOUND IN THE HANDBOOK. IT SHOULD BE NOTED THAT EVERY COMPONENT ON PAGES SEVEN AND EIGHT IS FOUND ON THE HAPI IEP FORM AND EACH ITEM REQUIRES A RESPONSE.

IN ORDER TO CLARIFY THE COMPONENTS, EACH IS DEFINED ON PAGES 9 THROUGH 12. THE TASK NOW WILL BE TO LOCATE EACH OF THESE COMPONENTS WHICH HAVE BEEN DEFINED AND IDENTIFY THE CORRESPONDING NUMBER ON THE IEP FORM, WHICH YOU HAVE REMOVED FROM THE HANDBOOK, AND HAVE IN FRONT OF YOU. THIS FORM WILL SERVE AS A FUTURE REFERENCE IN DETERMINING WHETHER ALL DATA HAS BEEN GATHERED AND WHETHER THE ASSESSMENT HAS BEEN COMPLETE ENOUGH TO PERMIT THE DETERMINATIONS THE ASSESSMENT TEAM AND THE E & P COMMITTEE MUST MAKE.

WHAT DOES AN IEP INCLUDE?

#1 PERSONALLY IDENTIFIABLE INFORMATION: WITH A COLORED PEN OR PENCIL, CIRCLE ALL THE NUMBER ONES IN THE UPPER LEFT-HAND PORTION OF THE IEP FORM. THIS DATA MUST BE ACCURATE AND LEGIBLE. IT INCLUDES THE NAME, BIRTHDATE, SEX, GRADE LEVEL, NUMBER OF YEARS ENROLLED IN SCHOOL AND A PERSONAL IDENTIFIER WHICH MAY BE A SOCIAL SECURITY NUMBER, A STUDENT NUMBER, OR A DESCRIPTION OF PHYSICAL CHARACTERISTICS.

#2 DATES OF INITIATION, ALTERATION, AND DURATION OF SPECIAL EDUCATION. THIS INFORMATION IS LOCATED IN THE SAME BOX AT THE TOP LEFT CORNER. THIS INCLUDES DATES OF INITIAL ENROLLMENT IN SPECIAL EDUCATION AND PROJECTED DURATION OF SPECIAL EDUCATION. THE PROJECTED DATE OF PLACEMENT MUST BE SPECIFIED WHEN THE APPROPRIATE PLACEMENT CANNOT BE MADE IMMEDIATELY FOLLOWING THE IEP MEETING. IN THAT CASE, THE REASON FOR DELAY AND PROJECTED DATE OF PLACEMENT SHALL BE STATED IN THE IEP. IN ADDITION TO THE PROJECTED DATE, A STATEMENT MUST BE WRITTEN GIVING THE REASON FOR THE DELAY. YOU WILL FIND SPACE PROVIDED FOR THIS STATEMENT IN THE LOWER LEFT-HAND COLUMN ON PAGE ONE OF THE IEP FORM. BE SURE THAT ALL NUMERAL TWOS HAVE BEEN LOCATED AND CIRCLED.

#3 CAREER/VOCATIONAL EDUCATION PROGRAM

THE REQUIREMENT RULE FOR THIS KIND OF A PROGRAM APPLIES AT ALL GRADE LEVELS. IT IS ASSIGNED A HIGH PRIORITY FOR THE SECONDARY LEVEL. THIS #3 ITEM IS ALSO FOUND IN THE UPPER LEFT-HAND BOX ON PAGE ONE. AN EXPLANATION OF THE DETERMINATION FOR THIS PROGRAM SHOULD BE INCLUDED IN THE RATIONALE FOR PLACEMENT FOUND UNDER THE HEADING "RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT," NUMBERED 9F ON PAGE ONE IN THE LOWER RIGHT-HAND COLUMN.

#4 THE APPROPRIATE PHYSICAL EDUCATION PROGRAM

CIRCLE THE FOUR WHICH IS FOUND IN THE SAME BOX ON PAGE ONE, LABELED PHYSICAL EDUCATION PROGRAM. THE APPROPRIATE PHYSICAL EDUCATION PROGRAM MUST BE DESIGNATED, SUCH AS A REGULAR PHYSICAL EDUCATION PROGRAM FOR NONHANDICAPPED OR WHETHER ADAPTIVE, REMEDIAL OR ANOTHER SPECIAL PHYSICAL EDUCATION PROGRAM SHALL BE PROVIDED WHEREIN THE HANDICAPPED INDIVIDUAL PARTICIPATED, COMMENSURATE WITH HIS ABILITIES. AN EXPLANATION FOR THE P.E. DETERMINATION SHOULD ALSO BE INCLUDED UNDER THE RATIONAL FOR LEAST RESTRICTIVE ENVIRONMENT.

CIRCLE #5 EXTENT OF REGUALR CLASS PLACEMENT: THIS APPEARS IN THE SAME SECTION ON THE INFORMATION DATA BOX. THIS COMPONENT IS REFERRED TO AS THE LEAST RESTRICTIVE ENVIRONMENT AND REFERS TO THE PRECENTAGE OF TIME THE STUDENT SPENDS ON A WEEKLY BASIS IN REGULAR CLASS. A FULL EXPLANATION OF THE LEAST RESTRICTIVE ENVIRONMENT RATIONALE IS INCLUDED IN THE DESCRIPTION IN THE RATIONALE FOR PLACEMENT AT THE BOTTOM OF THE RIGHT-HAND COLUMN ON PAGE ONE.

#6 DOMINANT LANGUAGE OF HOME AND PUPIL

THIS IS RECORDED ON PAGE ONE IN THE UPPER RIGHT-HAND COLUMN. CIRCLE NUMBER SIX HERE. THERE IS OTHER INFORMATION CONCERNING THE PARENTS, THE ADDRESS, AND SCHOOL DISTRICT OF RESIDENCE, WHICH MUST BE COMPLETED. USUALLY THESE ITEMS ARE COMPLETED PRIOR TO THE IEP COMMITTEE MEETING. THE DOMINANT LANGUAGE OF THE HOME AND PUPIL MUST BE STATED IN THE IEP HOW THE DETERMINATION IS MADE OF THE DOMINANT LANGUAGE FOR THE CHILD, WHETHER IT IS BY OBSERVATION, BY TEST, OR PARENT REPORT, MUST BE RECORDED IN THE IEP IN THE APPROPRIATE SPACES. OTHER THAN PERSONAL DATA, THE REMAINING ITEMS WILL BE ESTABLISHED IN COMMITTEE AS A RESULT OF ASSESSMENT, REVIEW OF RECORDS, PARENT INTERVIEW, AND OBSERVATION.

#7 PRESENT LEVELS OF FUNCTION

THE FOLLOWING SEVEN AREAS MUST BE ASSESSED UNLESS IT HAS BEEN DETERMINED BY PREVIOUS PREFORMANCE THAT FUNCTION IS AGE APPROPRIATE. THIS ASSESSMENT MUST BE COMPLETED WITHIN 35 DAYS FROM THE DATE OF RECEIPT OF WRITTEN PARENTAL CONSENT TO ASSESS. THE PURPOSE OF THE TESTING IS TO ESTABLISH THE STUDENT'S LEVEL OF FUNCTIONING AND HIS OR HER STRENGTHS, WEAKNESSES, AND NEEDS. THESE AREAS ARE LISTED IN THE LEFT COLUMN ON PAGE ONE. INDICATE THIS AREA BY ENCIRCLING NUMBER SEVEN. THESE AREAS ARE (A) COMMUNICATION/LANGUAGE, (B) ACADEMICS, (C) SOCIAL ADAPTATION/EMOTIONAL DEVELOPMENT, (D) PSYCHOMOTOR SKILLS, (F) SELF-HELP SKILLS, AND (G) LEARNING STYLE INCLUDING, (H) LEARNING APPROACH. AGE APPROPRIATE SHOULD BE WRITTEN NEXT TO ANY ITEM FOR WHICH SPECIAL EDUCATION IS NOT INDICATED. FOR A SPECIFIC LEARNING DISABILITY, AS DEFINED IN THE FEDERAL REGISTER, CERTAIN ADDITIONAL INFORMATION IS REQUIRED, INCLUDING FURTHER ASSESSMENT OF ACADEMIC AND LANGUAGE AREAS, A CLASSROOM OBSERVATION OF THE INDIVIDUAL BY A PERSON OTHER THAN HIS REGULAR CLASS TEACHER, A WRITTEN REPORT OF THE PSYCHOEDUCATIONAL STUDY AND A SUMMARY OF DEVELOPMENTAL AND EDUCATION HISTORY. THESE TOPICS WILL BE DISCUSSED LATER IN THE TRAINING.

CIRCLE #8 HEALTH STATUS

THIS ITEM IS FOUND IN THE LOWER LEFT COLUMN ON THE FIRST PAGE. ASSESSMENT INCLUDES ALL AREAS RELATED TO THE SUSPECTED DISABILITY INCLUDING, WHEN APPROPRIATE, HEALTH, VISION, AND HEARING AS DETERMINED BY CREDENTIALED NURSE FOR PHYSICIAN'S STATEMENT IS REQUIRED. IT IS NOT REQUIREMENT FOR ALL HANDICAPPED CHILDREN.

CIRCLE #9 RATIONALE FOR PLACEMENT

IT IS FOUND ON PAGE ONE IN THE RIGHT-HAND COLUMN. JUSTIFICATION FOR SPECIAL EDUCATION IS BASED UPON ADEQUATE ASSESSMENT, OBSERVATION, AND INFORMATION GATHERED FROM PARENTS, SCHOOL RECORDS, AND MEMBERS OF THE ASSESSMENT COMMITTEE. THIS JUSTIFICATION WHICH IS A RATIONALE MUST REFLECT ALL AREAS OF NEED IN THE MULTIDISCIPLINARY ASSESSMENT AND MUST BE DEVELOPED FOR THE INDIVIDUAL STUDENT BY THE COMMITTEE ON THE BASIS OF IDENTIFIED NEEDS. INCLUDED IN THIS RATIONALE IS A STATEMENT OF A FUNCTIONAL DISCRIPTION OF THE HANDICAP. CIRCLE THE A. THIS DESCRIPTION INCLUDES THE EDUCATIONAL NEEDS ON A PRIORITY BASIS IN UNDERSTANDABLE LANGUAGE. IT LITERALLY ANSWERS "WHAT'S HIS PROBLEM?"

B. SPECIFIC SPECIAL EDUCATION TO BE PROVIDED MUST BE A STATEMENT LISTING ALL SPECIAL EDUCATION PROVISIONS WHICH WILL PERMIT THE ACCOMPLISHMENT OF THE GOALS AND OBJECTIVES. THE CAREER AND VOCATIONAL PROGRAM IN WHICH THE PUPIL MAY PARTICIPATE IS WRITTEN. VOCATIONAL GOALS ARE ASSIGNED A HIGH PRIORITY AT THE SECONDARY LEVEL. FOR AN INDIVIDUAL WHOSE HANDICAP IS DESIGNATED AS A BEHAVIORAL DISORDER, THE IEP MUST INCLUDE RECOMMENDATIONS FOR AMELORRATION OF BEHAVIOR WHICH INTERFERS WITH LEARNING. IT IS HERE THAT THE SPECIFIC SPECIAL EDUCATION PROGRAM TO PROVIDED MUST BE RECORDED.

CIRCLE C: RELATED SERVICES MEANS TRANSPORTATION AND SUCH DEVELOPMENTAL, CORRECTIVE AND OTHER SUPPORTIVE SERVICES AS REQUIRED TO ASSIST AN INDIVIDUAL TO BENEFIT FORM SPECIAL EDUCATION. THIS INCLUDES SPEECH PATHOLOGY AND AUDIOLOGY, PSYCHOLOGICAL SERVICES, PHYSICAL AND OCCUPATIONAL THERAPY, EARLY IDENTIFICATION AND ASSESSMENT OF DISABILITIES IN CHILDREN, COUNSELING SERVICES, AND MEDICAL SERVICES FOR DIAGNOSTIC OR EVALUATION PURPOSES. ACCORDING TO THE TITLE FIVE REGULATIONS, IT ALSO INCLUDES SCHOOL HEALTH SERVICES, SOCIAL WORK SERVICES IN SCHOOL, AND PARENT COUNSELING AND TRAINING. IT SHOULD BE NOTED THAT LANGUAGE, SPEECH AND HEARING BECOMES A RELATED SERVICE WHEN AN INDIVIDUAL WITH SPECIAL NEEDS HAS A SPECIAL CLASS PLACEMENT. IN THE EVENT THAT A YOUNGSTER IN A SPECIAL CLASS PROGRAM IS RECEIVING LANGUAGE/SPEECH THERAPY, THE LANGUAGE/SPEECH OBJECTIVES BECOME A PART OF THE TOTAL IEP AND RESPONSIBILITY OF ESTABLISHING THEM LIES WITH THE LANGUAGE/SPEECH AND HEARING SPECIALIST. IN NO CASE DOES ONE CHILD

HAVE TWO SEPARATE IEP'S. WE CAN SAY, "ONE CHILD, ONE IEP," REGARDLESS OF THE NUMBER OF RELATED SERVICES REQUIRED.

D. SPECIAL MATERIALS AND EQUIPMENT TO BE PROVIDED ALSO FOLLOWS UNDER THE RATIONALE FOR PLACEMENT. THE SPECIAL EQUIPMENT OR INSTRUCTIONAL MEDIA THAT IS RECORDED HERE MUST BE PROVIDED BY THE DISTRICT.

NEXT, CIRCLE E, PROVISIONS FOR POSSIBLE TRANSITION INTO REGULAR CLASSROOM PROGRAM REQUIRES A STATEMENT PROVIDING FLEXIBILITY, SO THAT POSSIBLE TRANSITION INTO THE REGULAR CLASS PROGRAM, IF THE INDIVIDUAL IS TO BE TRANSFERRED FROM A SPECIAL DAY CLASS OR CENTER OR NONPUBLIC SCHOOL INTO A REGUALR CLASS IN A PUBLIC SCHOOL, CAN BE ACCOMPLISHED.

AND LAST, F, RATIONAL FOR LEAST RESTRICITIVE ENVIORNMENT REQUIRES A STATEMENT JUSTIFYING THE SPECIAL EDUCATION PLACEMENT IN BOTH ACADEMIC AND NONACADEMIC AREAS TO INSURE FULL EDUCATIONAL OPPORTUNITY FOR THE HANDICAPPED INDIVIDUAL WITH NONHANDICAPPED STUDENTS. IT IS IMPORTANT TO KNOW THAT SECTION 504 OF THE REHABILITATION ACT OF 1973 REQUIRES THAT PROVISIONS FOR BUILDING SITES AND FUNCTIONS BE AVAILABLE TO THE HANDICAPPED SO THEY MAY PARTICIPATE IN SCHOOL ACTIVITIES.

NOW FIND NUMBER 10, ON PAGE 13A, THE SECOND PAGE OF THE IEP, CIRCLE 10 SECONDARY LEVEL GRADUATION REQUIREMENTS. IT IS REQUIRED THAT THE GRADUATION REQUIREMENTS ESTABLISHED BY DISTRICT POLICY WHICH MAY INCLUDE ANY ALTERNATIVE MEANS AND MODES NECESSARY FOR THE INDIVIDUAL TO COMPLETE THE DISTRICT'S PRESCRIBED COURSE OF STUDY AND MEET OR EXCEED PROFICIENCY STANDARDS FOR GRADUATION MUST BE DOCUMENTED IN THE IEP. SUCH A STATEMENT IS TO BE RECORDED ON PAGE TWO IN THE RIGHT-HAND COLUMN.

NUMBERS 11 AND NUMBER 12 ARE FOUND ON PAGE 13B STATEMENT OF ANNUAL GOALS INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE RECORDED ON THE THIRD PAGE OF THE IEP FORM. IN THE CASE OF A LIMITED ENGLISH SPEAKING OR A NONENGLISH SPEAKING INDIVIDUAL, THE IEP SHOULD PROVIDE

FOR LINGUISTICALLY APPROPRIATE GOALS, OBJECTIVES, PROGRAMS AND SERVICES.

NOW CIRCLE 11 ON THE THIRD PAGE. THE ANNUAL GOALS ARE LISTED HERE. THEY ARE GENERAL EDUCATIONAL AIMS DETERMINED BY THE ASSESSMENT COMMITTEE, WHICH INCLUDES THE PARENTS, AT THE E & P COMMITTEE MEETING. GOALS ARE GENERAL, NOT SPECIFIC IN TERMS OF THE TASK OR ACTIVITY. THEY ARE NOT TIME REFERENCED AND DO NOT SPECIFY PROFICIENCY LEVELS. IT IS RECOMMENDED THAT COPIES OF THE ASSESSMENT ANALYSIS AS DESCRIBED LATER IN THE HANDBOOK, OR ANOTHER FORM APPROPRIATE FOR A SCHOOL DISTRICT WHICH PROVIDES DESCRIPTIVE EVIDENCE OF ASSESSMENT INFORMATION AND PROVIDES THE BASIS FOR THE GOALS, BE ATTACHED TO THE IEP.. CERTAINLY THIS ANALYSIS SHOULD BE AVAILABLE AT THE E & P COMMITTEE MEETING FOR CONSIDERATION BY THE ASSESSMENT TEAM AND, PRTICULARLY, FOR THE PARENT'S INFORMATION WHEN THE IEP IS WRITTEN.

NOW, CIRCLE NUMBER 12 ON THE THIRD PAGE OF THE IEP. THE SHORT TERM INSTRUCTIONAL OBJECTIVES ARE DETERMINED BY THE IEP COMMITTEE. OBJECTIVES ARE DETERMINED BY THE IEP COMMITTEE AND ARE BASED ON ASSESSMENT AND ALL INFORMATION BROUGHT TO THE COMMITTEE. OBJECTIVES ARE WRITTEN IN A DEFINITIVE MANNER. EACH OBJECTIVE MUST STATE: (1) A SPECIFIC OBSERVABLE BEHAVIOR, (2) UNDER WHAT CONDITIONS THE TASKS SHALL BE ACCOMPLISHED, AND (3) WITHIN WHAT TIME, WITH WHAT DEGREE OF ACCURACY AND/OR AT WHAT LEVELS OF PROFICIENCY THE OBJECTIVES ARE TO BE MET.

NUMBER 13 ON THE SAME PAGE. EVALUATION CRITERIA AND PROCEDURES ARE RECORDED IN THE RIGHT-HAND COLUMN ON THIS PAGE. THIS IS AN IMPORTANT PART OF THE IEP SINCE IT DOCUMENTS WHEN AN OBJECTIVE HAS BEEN ESTABLISHED, ACHIEVED, REVIEWED, REVISED, AND THAT THE PARENT HAS BEEN INFORMED. A REVIEW OF THE IEP AT LEAST ANNUALLY IS REQUIRED BY LAW. SUCH A REVIEW DOES NOT NECESSARILY INDICATE A FULL REASSESSMENT, RATHER IT PROVIDES AN OPPORTUNITY TO MONITOR THE PROGRESS OF THE STUDENT. A FULL ASSESSMENT IS REQUIRED: (1) PRIOR TO THE INITIAL PLACEMENT, (2) BEFORE PLACEMENT CHANGE, INCLUDING ADDITIONS AND DELETIONS WITHIN THE

SPECIAL EDUCATION PROGRAM, (3) UPON TRANSFERRING TO REGULAR CLASSROOM EDUCATION PROGRAM, (4) UPON A REQUEST BY A TEACHER OR A PARENT FOR ASSESSMENT, AND (5) AT LEAST EVERY THREE YEARS IF THE HANDICAPPED INDIVIDUAL REMAINS IN SPECIAL EDUCATION.

NUMBER 14 ON THIS SAME PAGE DOCUMENTS PERSONS RESPONSIBLE FOR IMPLEMENTING THE GOALS AND OBJECTIVES OF THE IEP. THE PERSON NAMED IN EACH SHORT-TERM INSTRUCTIONAL OBJECTIVE IS RESPONSIBLE FOR IMPLEMENTING THAT OBJECTIVE. THIS IS DOCUMENTED AT THE CONCLUSION OF EACH INSTRUCTIONAL OBJECTIVE ON PAGE THREE.

NOW TURN BACK TO THE SECOND PAGE OF THE IEP. LOCATE #15 AND CIRCLE IT. DETERMINATION OF EXTENDED SCHOOL SERVICES WHEN NEEDED MUST BE DOCUMENTED. SPACE FOR THIS STATEMENT HAS BEEN PROVIDED ON PAGE TWO IN THE CENTER RIGHT-HAND COLUMN. THIS DETERMINATION IS MADE BY THE TEAM IN IEP COMMITTEE MEETING.

NUMBER 16, IEP COMMITTEE MEMBERS MUST BE LISTED WITH EACH SIGNATURE AS PRESCRIBED BY LAW ACCORDING TO THE SPECIAL EDUCATION PLACEMENT WHICH IS DETERMINED BY THE GOALS AND OBJECTIVES OF THE IEP. THE PERSON CHARGED AS COMMITTEE COORDINATOR MUST BE DESIGNATED ON THE SIGNATURE PAGE. COMMITTEE MEMBERS WILL VARY WITH DIFFERENT EDUCATIONAL PLACEMENT. PLEASE REFER TO APPENDIX B FOR FURTHER INFORMATION REGARDING COMMITTEE COMPOSITION. THE LANGUAGE/SPEECH AND HEARING SPECIALIST WHO HAS EXAMINED THE CHILD MUST SERVE ON THE IEP COMMITTEE. WHEN AN EDUCATIONALLY HANDICAPPED PLACEMENT IS TO BE CONSIDERED, A CREDENTIALED SCHOOL PSYCHOLOGIST WHO HAS PERSONALLY EXAMINED THE INDIVIDUAL OR ONE WHO CAN UTILIZE RECENT, RELIABLE INFORMATION FROM REPORTS OF ANOTHER CREDENTIALED SCHOOL PSYCHOLOGIST OR LICENSED PSYCHOLOGIST, IS A MANDATED COMMITTEE MEMBER MUST APPEAR ON THE IEP. THE SIGNATURE PAGE IS FOUND ON PAGE TWO.

NUMBER 17 RIGHTS AND PROTECTIONS DOCUMENTED. THIS STATEMENT IS ALSO FOUND ON THE SECOND PAGE OF THE IEP IN THE LOWER RIGHT-HAND COLUMN. ALL PARENTS OR GUARDIANS OF STUDENTS FOR WHOM AN IEP IS WRITTEN MUST

RECEIVE A WRITTEN NOTICE OF THEIR RIGHTS AND PROTECTIONS INCLUDING THE RIGHT TO A FAIR HEARING. SIGNATURE AT THIS POINT DOCUMENTS SUCH RECEIPT AND FURTHER DOCUMENTS THAT THE PARENT HAS UNDERSTOOD THESE RIGHTS AND PROTECTIONS.

NUMBER 18, IN THE SAME COLUMN, DOCUMENTS THE PARENT'S CONSENT TO IEP CONTENTS AND PARENT'S SPECIAL EDUCATION PLACEMENT. NO CHILD CAN RECEIVE SPECIAL EDUCATION SERVICES WITHOUT THIS WRITTEN, PARENTAL APPROVAL.

NUMBER 19 ASSURES THAT GOALS, OBJECTIVES, PROGRAMS, AND SERVICES DETERMINED, ARE LINGUISTICALLY APPROPRIATE. THIS STATEMENT IS FOUND AT THE TOP OF THE SECOND PAGE OF THE IEP. THIS IS A STATEMENT WHICH SHOULD BE READ CAREFULLY BY ALL TEAM MEMBERS AND, IN PARTICULAR, THE PARENTS AT THE TIME THE IEP IS BEING WRITTEN.

FOR FURTHER EXPLANATION OF THE 19 COMPONENTS, THE TRAINEE MAY REFER TO PAGES 9 THROUGH 12, OR TO THE FEDERAL REGISTER, TO THE TITLE FIVE REGULATIONS, OR TO A RESOURCE PERSON KNOWLEDGEABLE OF THE LAW. NOW THAT YOU HAVE IDENTIFIED ALL THE IEP COMPONENTS BY NUMBER, YOU MAY RETURN THE BLANK IEP FORM TO ITS PLACE IN THE HANDBOOK. YOU WILL FIND THIS IEP FORM, LABELED WITH NUMBERS CORRESPONDING TO THE EXPLANATIONS OF COMPONENTS FOUND ON PAGES 9 THROUGH 12, A HANDY REFERENCE THROUGHOUT THE TRAINING. THIS COMPLETES THE SECOND SEGMENT OF TRAINING.

SEGMENT THREE

THE THIRD SEGMENT OF THE TRAINING WILL FOCUS ON THE FIRST STEP OF THE SEQUENTIAL STEPS IN IEP DEVELOPMENT LISTED ON THE GUIDE ON PAGE 15 IN YOUR HANDBOOK. IF YOU NEED EXTRA TIME TO ACQUAINT YOURSELF WITH THESE STEPS, STOP THE TAPE AND DO SO NOW.

IN THE SCHOOL SETTING, DISTRICT SCREENING PROCESSES AND TEACHER OBSERVATIONS ARE PRIMARY SOURCES FOR MAKING THE INITIAL IDENTIFICATION. THIS TOPIC IS DISCUSSED ON PAGE 17. A FLOW CHART ON PAGE 19 DEPICTS THE IEP PROCESS IN A SCHEMATIC FASHION. STOP THE TAPE AT THIS POINT AND REVIEW THE INFORMATION CONCERNING THE INITIAL IDENTIFICATION AND THE FLOW CHART ON PAGE 19.

AFTER THE INITIAL IDENTIFICATION HAS BEEN MADE, A FORMAL REFERRAL TO THE ASSESSMENT TEAM IS REQUIRED. AT THIS POINT, THERE ARE THREE QUESTIONS WHICH NEED TO BE ANSWERED. QUESTION NUMBER ONE--WHAT ARE SCREENING ACTIVITIES AS COMPARED TO ASSESSMENT ACTIVITIES? SCREENING ACTIVITIES ARE NOT CONSIDERED A PART OF THE ASSESSMENT PROCESS AND DO NOT REQUIRE PRIOR PARENTAL APPROVAL EXCEPT IN THOSE DISTRICTS WHERE POLICY EXISTS TO GAIN PARENTAL APPROVAL ON A BLANKET PERMISSION. SUCH PERMISSION IS COMMONLY ACQUIRED ANNUALLY, AT THE BEGINNING OF THE SCHOOL YEAR OR AT REGISTRATION TIME FOR ROUTINE SCREENING SUCH AS SPEECH AND LANGUAGE DEVELOPMENT, VISION, HEARING, PSYCHOMOTOR DEVELOPMENT, PHYSICAL EDUCATION SKILLS. HEALTH AND GROWTH PROGRESS, AND ACADEMIC ACHIEVEMENT. THE POINT AT WHICH SCREENING CEASES, IS THAT POINT WHEN MEASURES ARE USED WITH LESS THAN AN ENTIRE CLASS.

QUESTION NUMBER TWO--WHAT ARE THE MANDATED PROCEDURES WHICH PERMIT ASSESSMENT? WHEN AN INDIVIDUAL IS SINGLED OUT FOR FURTHER STUDY AND CONSIDERATION, THE IEP PROCESS HAS BEGUN AND A FORMAL REFERRAL IS REQUIRED.

IT IS AT THIS TIME A REFERRAL TO THE ASSESSMENT TEAM IS MADE. AN EXAMPLE OF SUCH A FORM CAN BE FOUND ON PAGE 21 WHICH INCLUDES MUCH OF THE PERSONALLY IDENTIFIABLE INFORMATION NEEDED IN THE IEP DEVELOPMENT. ON THE FOLLOWING PAGE, 21A, A COMPLETED REFERRAL TO THE ASSESSMENT TEAM IS PRESENTED FOR A FICTITIOUS CHILD, JOHN PUALS. THIS SAME CHILD WILL BE FOLLOWED THROUGHOUT THE IEP PROCESS TO AID IN CLARIFYING EACH STEP. THIS REFERRAL, UPON COMPLETION, IS DIRECTED TO THE APPROPRIATE ASSESSMENT TEAM COORDINATOR. EACH SCHOOL DISTRICT, WHETHER MASTER PLAN OR NONMASTER PLAN, IS CHARGED WITH SETTING UP ASSESSMENT PROCEDURES. AN IEP PROCESS LOG IS PRESENTED ON PAGES 23 AND 24 TO AID THE ASSESSMENT TEAM COORDINATOR IN PLANNING AND DOCUMENTING EACH STEP ONCE A REFERRAL HAS BEEN RECEIVED. THIS LOG FOLLOWS THE ORDER OF THE IEP FLOW CHART.

WHEN A REFERRAL TO THE ASSESSMENT TEAM HAS BEEN MADE, IT IS REQUIRED THAT A NOTIFICATION BE MADE TO THE PARENTS THAT THEIR CHILD HAS BEEN REFERRED TO THE ASSESSMENT TEAM DUE TO CONCERNS ABOUT SCHOOL PERFORMANCE. THE PARENT NOTIFICATION OF REFERRAL MUST INCLUDE A COPY OF PARENTS' RIGHTS. WITHIN 15 SCHOOL DAYS, THE LAW MANDATES THE FOLLOWING EVENTS WILL HAVE OCCURRED: (A) PARENTS WILL HAVE RECEIVED THIS NOTICE OF REFFERAL AND PARENTS' RIGHTS INCLUDING A STATEMENT OF POSSIBLE PROGRAM ALTERNATIVES. (B) COMPLETION OF THE ASSESSMENT PLAN, AND (C) THE PARENTS WILL HAVE BEEN INFORMED OF THE CONTENT OF THE ASSESSMENT PLAN, REQUESTING WRITTEN PARENTAL CONSENT TO ASSESS.

AND NOW QUESTION THREE--AT WHAT POINT CAN ASSESSMENT COMMENCE? ASSESSMENT OF AN INDIVIDUAL CAN BEGIN ONLY AFTER WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED EVEN THOUGH THE PARENT MAY HAVE BEEN THE ONE TO INITIATE THE REFERRAL. EITHER ORALLY OR IN WRITING.

YOUR FIRST TASK IN THE DEVELOPMENT OF AN IEP FOR YOUR PROJECT STUDENT IS INDICATED NOW. YOU WILL FIND THE NECESSARY FORMS IN YOUR TRAINING PACKET. FOR YOUR PROJECT STUDENT, COMPLETE THE FOLLOWING: (1) THE REFERRAL TO THE ASSESSMENT TEAM, (2) ACTING AS THE TEAM COORDINATOR, LOG IN ITEM ONE ON YOUR IEP PROCESS LOG.

WHEN THESE TWO TASKS HAVE BEEN COMPLETED, CONTINUE WITH THE TRAINING TAPE THIS CONCLUDES THE THIRD SEGMENT OF YOUR TRAINING.

SEGMENT IV

WITH THE "REFERRAL TO THE ASSESSMENT TEAM" COMPLETED FOR YOUR PROJECT STUDENT AND HAVING IT LOGGED IN, YOU ARE NOW READY TO PROCEED TO THE SECOND STEP IN THE IEP PROCESS: INITIATING A REFERRAL: PLANNING, USING THE ASSESSMENT RECORD PAGE 25.

UPON FORMAL REFERRAL FOR ASSESSMENT, THE TEAM, WITH ONE MEMBER DESIGNATED AS ITS COORDINATOR IN ACCORDANCE WITH LOCAL DISTRICT PROCEDURES, IS CHARGED WITH DEVELOPING AN ASSESSMENT PLAN. THIS PLAN MUST BE WRITTEN IN ORDINARY LANGUAGE DESCRIBING THE PROCEDURES, THE TESTS, RECORDS, OR REPORTS PROPOSED FOR USE IN THE ASSESSMENT PROCESS.

TO GET THE BALL ROLLING AND ACCOMPLISH THE STEPS SET OUT UNDER ITEM TWO ON THE IEP PROCESS LOG. THE ASSESSMENT RECORD FORM FOUND ON PAGE 27, PROVIDES A GUIDE SO THAT ALL AREAS TO BE ASSESSED, AS MANDATED BY LAW, ARE EVLAUATED.

PLANNING IN SUCH A FASHION ELIMINATES THE POSSIBILITY OF EITHER DUPLICATING OR NEGLECTING ANY ASSESSMENT AREA WHICH MUST BE CONSIDERED FOR IEP DEVELOPMENT AND SPECIAL EDUCATION PLACEMENT. PAGE 27A SHOWS AN EXAMPLE OF A COMPLETED ASSESSMENT RECORD FOR THE FICTITIOUS CHILD WHO IS FOLLOWED AS AN EXAMPLE THROUGH THE IEP PROCESS.

TO AID IN THE SELECTION OF INSTRUMENTS APPROPRIATE FOR AN INDIVIDUAL TURN TO THE ASSESSMENT MATRIX A, BEGINNING ON PAGE 89. HERE MANY TESTS ARE LISTED ALONG WITH THOSE AREAS OF BEHAVIOR FOR WHICH EACH INSTRUMENT IS INTENEDED TO ASSESS. LET'S ASSUME YOU ARE SEEKING A MEASURE FOR EVALUATING LEARNING STYLE, SOMETHING THAT WILL HELP IDENTIFY STRENGHTS AND WEAKNEESES. ON PAGE 89, THE AUDITORY MEMORY SPAN TEST IS LISTED AS SUCH A TOOL. BUT MORE INFORMATION IS NEEDED BEFORE THE DECISION IS MADE TO USE IT. THAT INFORMATION CAN BE FOUND IN MATRIX B, PAGES 93 TO

114. NOW, FIND THE AUDITORY MEMORY SPAN TEST IN THIS MATRIX ON PAGE 95. HERE INFORMATION WHICH IS REQUIRED FOR PREPARING THE ASSESSMENT PLAN IS FOUND. YOU WILL NOTE ITS SOURCE IS THE HAPI HANDBOOK, IN WHICH CASE, IT WILL APPEAR IN THE HANDBOOK WITH UNPUBLISHED INFORMAL ASSESSMENT TOOLS. AN INDEX OF THESE TOOLS IS LISTED ON PAGE 117. YOU WILL FIND THAT, INDEED, THE AUDITORY MEMORY SPAN TEST IS LISTED AND CAN BE FOUND IN ITS ENTIRETY ON PAGE 119.

NOW, TURNING TO 119 YOU HAVE LOCATED THE AUDITORY MEMORY SPAN TEST ALONG WITH THE DIRECTIONS FOR TESTING AND SCORING. LET'S ASSUME THIS TEST DOES SATISFY THE NEEDS FOR ASSESSMENT FOR A GIVEN CHILD. NOW, LIST THIS TEST UNDER LEARNING STYLE ON THE ASSESSMENT RECORD. THE PERSON WHO WILL ADMINISTER IT CAN ALSO BE DESIGNATED. NOW YOU HAVE THE INFORMATION YOU NEED TO DESCRIBE THIS TOOL IN THE ASSESSMENT PLAN WHICH MUST BE SUBMITTED TO THE PARENT FOR WRITTEN CONSENT TO ASSESS.

FOR THE PURPOSES OF THIS TRAINING, PROCEED WITH ASSESSMENT PLANNING BY LISTING TESTS APPROPRIATE FOR THE INDIVIDUAL. UNDER THE HEADINGS, VISION AND HEARING, YOU WILL NEED TO CHECK THE HEALTH CARD OR RECORD TO DETERMINE IF SCREENING OR OTHER TESTING HAS ESTABLISHED THESE SENSORY ACUITIES. IF THIS INFORMATION IS LACKING, THE SCHOOL NURSE AND OR AUDIOLOGIST WILL BECOME A PART OF THE ASSESSMENT TEAM AND THIS SHOULD BE LOGGED IN ON THE ASSESSMENT RECORD.

ALL THE AREAS OF BEHAVIOR AND FUNCTION LISTED ON THE ASSESSMENT RECORD APPLY TO ALL HANDICAPPED CHILDREN REGARDLESS OF SUSPECTED DISABILITY. HOWEVER, IF THE SUSPECTED DISABILITY FALLS IN THE CATEGORY OF SPECIFIC LEARNING DISABILITIES, THEN ADDITIONAL ASSESSMENT IS INDICATED. FOR THIS INFORMATION, TURN TO PAGES 29 AND 30 WHERE THESE DISABILITIES AND ASSESSMENT REQUIREMENTS ARE DISCRIBED IN ACCORDANCE WITH THE FEDERAL REGISTER. FOR THE SPEECH LANGUAGE AND HEARING SPECIALIST AND PSYCHOLOGIST INVOLVED IN THE ASSESSMENT OF A STUDENT WHOSE DISABILITY FALLS UNDER THE EDUCATIONALLY HANDICAPPED GROUP, THE ASSESSMENT RECORD FOR SPECIFIC LEARNING DISABILITIES ON PAGE 31 LISTS THE ADDITIONAL AREAS OF FUNCTION WHICH ALSO MUST BE EVALUATED. REMOVE THIS PAGE FROM

THE HANDBOOK TO PERMIT BETTER STUDY. THE AREAS OF ORAL EXPRESSION, LISTENING COMPREHENSION, AND WRITTEN EXPRESSION MAY ALREADY HAVE BEEN COVERED WHEN LANGUAGE ASSESSEMENT WAS PLANNED. IN THAT EVENT, SIMPLY LIST THOSE TESTS AND THE EXAMINER, THUS INDICATING THAT FACET HAS BEEN TAKEN CARE OF. IF HOWEVER, YOU DISCOVER FOR EXAMPLE THAT NO MEASURE OF WRITTEN EXPRESSION HAS BEEN PLANNED, THEN SUCH PLANNING IS IN ORDER. AGAIN THE HANDBOOK'S ASSESSMENT MATRIX A AND B AND THE INFORMAL TOOLS SECTION WILL PROVIDE THE INFORMATION NEEDED IN DEVELOPING THE ASSESSMENT PLAN. THE ACADEMIC AREAS LISTED ON THE RIGHT-HAND SIDE OF THIS FORM ARE ACTUALLY AN EXPANSION OF THE ACADEMIC AREA AND MAY HAVE BEEN COVERED, BUT THIS IS THE PLACE TO DOCUMENT WHETHER OR NOT FURTHER ACADEMIC TESTING IS INDICATED.

YOU WILL FIND A COMPLETED SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD FORM B, ON PAGE 31A, FOR JOHN PAULS, THE FICTITIOUS CHILD BEING FOLLOWED IN THIS TRAINING THROUGH THE IEP PROCESS.

AN OBSERVATION OF CLASSROOM BEHAVIOR MUST BE MADE BY SOME TEAM MEMBER OTHER THAN THE STUDENT'S REGULAR TEACHER WHEN A STUDENT IS SUSPECTED OF HAVING A SPECIFIC LEARNING DISORDER. SEVERAL GUIDES TO AID IN OBTAINING PERTINENT DATA IN SUCH AN OBSERVATION HAVE BEEN LISTED IN MATRICES A AND B. THERE ARE SEVERAL UNPUBLISHED/INFORMAL TOOLS IN THE HANDBOOK WHICH MAY BE REMOVED AND USED. YOU WILL FIND THE CLASSROOM OBSERVATION CHECK LIST ON PAGE 121. THIS PARTICULAR INVENTORY PROVIDES SOUND STRUCTURE AND FOCUS FOR THE OBSERVATION, A SCALE FOR RATING PARTICULAR BEHAVIORS, AN OPPORTUNITY TO LIST PERTINENT COMMENTS AND ON PAGE 127, A PROFILE BASED ON THE CHECK LIST. THIS PARTICULAR LIST AND PROFILE HAVE BEEN WELL RECEIVED BY A NUMBER OF PREVIOUS TRAINEES. IT IS SUGGESTED THAT YOU STUDY THIS TO DETERMINE IF IT IS OF VALUE TO YOU..........

ANOTHER TOOL AVAILABLE IN THE HANDBOOK FOR STRUCTURING A CLASSROOM OBSERVATION, WHICH HAS BEEN USED FREQUENTLY, IS THE LEARNING STYLE INDICATOR, PAGES 159 TO 165. YOU WILL ALSO FIND THE OBSERVED BEHAVIOR CHECKLIST ON PAGE 169 WHICH IS APPROPRIATE FOR USE IN STRUCTURING A

CLASSROOM OBSERVATION. PERHAPS YOU HAVE ANOTHER TOOL OR STRATEGY YOU PREFER TO USE. IF THAT IS THE CASE, IT MIGHT IMPROVE THE USEFULNESS OF THE HANDBOOK FOR YOU TO ADD THIS TO MATRICES A AND B AND, IF APPROPRIATE, THE HANDBOOK SECTION OF UNPUBLISHED/INFORMAL ASSESSMENT TOOLS.

YOUR ATTENTION IS DIRECTED NOW TO PAGE 33: STEP 3: SELECTION OF ASSESSMENT TOOLS. THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS IS CRUCIAL. THE PERSON ADMINISTERING A TEST MUST BE APPROPRIATELY CREDENTIALED OR LICENSED. WHATEVER INSTRUMENTS ARE SELECTED MUST ALSO BE LINQUISTICALLY APPROPRIATE FOR THE STUDENT. CONSIDERATION NEEDS TO BE GIVEN CRITERION REFERENCED MATERIALS. THESE TOOLS OFTEN GIVE MORE INFORMATION FOR DIAGNOSTIC PURPOSES AND PLANNING INTERVENTION THAN CAN BE GAINED FROM NORM REFERENCED TESTS.

ALL TEAM MEMBERS SHOULD CLEARLY UNDERSTAND THE STANDARDS AND PROCEDURES FOR ASSESSMENT AS DEFINED IN TITLE 5 REGULATIONS -- SECTION 3304. IF YOU HAVE QUESTIONS ABOUT INFORMATION ON PAGES 25, 29, 30, OR 33, BE SURE TO GET CLARIFICATION BEFORE YOU PROCEED WITH THE TRAINING TAPE. YOU CAN REFER TO THE TITLE 5 REGULATIONS OR TO YOUR RESOURCE PERSON.

YOUR ASSIGNEMT AT THIS TIME IS TO:

1. SELECT THE APPROPRIATE ASSESSMENT TOOLS FOR YOUR PROJECT STUDENT USING PART II IN YOUR HANDBOOK ENTITLED "ASSESSMENT."
2. LIST TESTS, EXAMINERS AND DATES ON THE ASSESSMENT RECORD FOR YOUR PROJECT STUDENT REGARDLESS OF HANDICAP.
3. COMPLETE THE SPECIFIC LEARNING DISABILITIES ASSESSMENT RECORD, FORM B, IF YOUR PROJECT STUDENT IS SUSPECTED OF BEING EDUCATIONALLY HANDICAPPED AND DOCUMENT EACH OF THE AREAS LISTED.

REMEMBER, YOU WOULD BE ONLY ONE MEMBER OF AN ASSESSMENT TEAM IN DEVELOPING THE ASSESSMENT PLAN. BUT UNLESS YOU ARE TRAINING WITH A TEAM, IT WILL BE NECESSARY FOR YOU TO ASSUME ALL THE ROLES OF THE TEAM FOR THE PURPOSES OF THIS TRAINING SO THAT YOU WILL UNDERSTAND THE ENTIRE IEP

PROCESS.

THIS CONCLUDES THE FOURTH SEGMENT OF THE TRAINING. WHEN YOU HAVE COMPLETED THE ASSESSMENT RECORD AND, ALSO, IF APPROPRIATE FOR YOUR PROJECT STUDENT, THE SPECIFIC LEARNING DISORDERS ASSESSMENT RECORD, FORM B, PLEASE PROCEED WITH THE NEXT PORTION OF THE TAPED TRAINING. YOU MAY STOP THE TAPE AT THIS POINT.

SEGMENT V

THROUGH PARTICIPATION IN THE FIRST FOUR PORTIONS OF THIS TAPED TRAINING YOU HAVE BECOME WELL ACQUAINTED WITH THE HANDBOOK, YOU HAVE LEARNED WHAT AN IEP MUST INCLUDE, YOU HAVE BEEN ACTIVELY INVOLVED IN THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS FOR YOUR PROJECT STUDENT, AND YOU HAVE PREPARED THE ASSESSMENT RECORDS EMPLOYING THE HANDBOOK TO AID IN DEVELOPING THE ASSESSMENT PLAN.

IT MUST BE EMPHASIZED AGAIN, THAT THE ENTIRE IEP PROCESS IS A MULTIDISCIPLINARY TEAM PROCEDURE WITH ONE MEMBER DESIGNATED AS A COORDINATOR AND THAT THIS TEAM ALSO INCLUDES THE PARENT. THE TEAM COORDINATOR IS CHARGED WITH COORDINATING THE ASSESSMENT PROCEDURES, TIME LINES, AND SCHEDULING FOR THE IEP MEETING IN ACCORDANCE WITH LOCAL POLICIES OR PROCEDURES.

THE "NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN," PAGE 37, CAN NOW BE EASILY DRAWN UP, BASED ON THE PLANNING INFORMATION INCLUDED ON THE "REFFERAL TO ASSESSMENT TEAM" FORM AND ON THE ASSESSMENT RECORDS. YOU WILL FIND MATRICES A AND B USEFUL IN PREPARING THIS ASSESSMENT PLAN. THIS PLAN MUST BE SUBMITTED TO THE PARENTS REQUESTING WRITTEN PARENTAL CONSENT FOR ASSESSMENT.

PREPARATION OF THIS ASSESSMENT PLAN IS ANOTHER TEAM FUNCTION AND ITS DEVELOPMENT SHOULD FOLLOW THE PROCEDURES SET UP BY THE LOCAL SCHOOL DISTRICT. NO ASSESSMENT CAN BE INITIATED UNTIL WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED. WITHIN 35 SCHOOL DAYS AFTER RECEIPT ON THIS CONSENT, THE ASSESSMENT, DETERMINATION OF ELIBIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES AND THE DEVELOPMENT OF AN IEP IN COMMITTEE SHALL HAVE TAKEN PLACE IN COMPLIANCE WITH STATE AND FEDERAL REGULATION. THE PARENT, AS A TEAM MEMBER, SHOULD BE INVITED TO BE INVOLVED IN THE ASSESSMENT PROCESS AND TO BE INFORMED AS IT PROGRESSES.

THIS PORTION OF THE TRAINING WILL FOCUS ON STEP 4: DEVELOPING THE ASSESSMENT PLAN AND STEP 5: PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. A QUICK REVIEW OF PAGES 35 IN THE HANDBOOK IS ADVISED AT THIS TIME. AS YOU REVIEW THESE PAGES, BE SURE TO ACQUAINT YOURSELF WITH THE NOTIFICATION OF REFERRAL FORM FOUND ON 37 AND 37b. STOP THE TAPE AT THIS POINT UNTIL THESE TASKS HAVE BEEN COMPLETED.

AS THE TEAM COORDINATOR, FOLLOWING THE IEP PROCESS LOG WILL AID IN COMPILING OF INFORMATION FOR OTHER TEAM MEMBERS AND DRAWING UP THE ASSESSMENT PLAN.

THE FORM OFFERED IN THE HANDBOOK ON PAGE 37 ACCOMPLISHES TWO TASKS. IT PROVIDES THE PARENT WITH, (1) WRITTEN NOTIFICATION OF REFERRAL FOR ASSESSMENT AND (2) PROVIDES THE ASSESSMENT PLAN FOR CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES. AT THE TEAM MEETING IN WHICH THE ASSESSMENT PLAN IS WRITTEN, THE TEAM COORDINATOR SHOULD ALSO PROVIDE OTHER MEMBERS WITH APPROPRIATE FORMS FOR GATHERING AND COMPILINING OF ASSESSMENT DATA, AND ESTABLISH TIMELINES FOR EVENTS IN THE IEP PROCESS TO OCCUR.

WITH THIS BACKGROUND, YOUR ASSIGNMENT NOW, IS TO PREPARE THE NOTIFICATION OF REFERRAL - PARENT CONSENT TO ASSESSMENT PLAN -- CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES FORM FOR YOUR PROJECT STUDENT. SUCH A FORM IS PROVIDED FOR YOUR USE IN THE PACKET OF TRAINING MATERIALS. IT IS SUGGESTED THAT YOU REFER TO THE COMPLETED FORM FOR THE FICTITIOUS JOHN PAULS, PAGE 37b, IN PREPARING ONE FOR YOUR STUDENT. THE TESTS YOU LIST SHOULD BE COPIED FROM THE ASSESSMENT RECORD. IT IS ASSUMED FOR THE PURPOSES OF THIS TRAINING THAT YOU WILL BE RESPONSIBLE FOR DELIVERING THIS NOTICE TO PARENT, INCLUDING PARENTS' RIGHTS, OBTAINING CONSENT TO ASSESS, NOTIFYING OTHER TEAM MEMBERS THAT CONSENT HAS BEEN OBTAINED, AND DOCUMENTING ALL OF THIS ON THE IEP PROCESS LOG THROUGH ITEM 4.

WITH THESE INSTRUCTIONS CLEARLY UNDERSTOOD, PROCEED WITH DRAWING UP

THE NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. WHEN THIS HAS BEEN COMPLETED RESUME THE TRAINING ON SEGMENT SIX. STOP THE TAPE NOW.

SEGMENT SIX

FOR PURPOSES OF THIS TRAINING, IT IS PRESUMED THAT THE WRITTEN PARENTAL CONSENT TO ASSESS HAS BEEN RECEIVED AND DOCUMENTED ON THE IEP PROCESS LOG AND THAT ALL ASSESSMENT TEAM MEMBERS HAVE BEEN NOTIFIED THAT ASSESSMENT MAY PROCEED ACCORDING TO THE ASSESSMENT PLAN AND THE TIMELINES PREVIOUSLY ESTABLISHED.

THE TRAINING SESSION WILL ADDRESS STEP SIX, CONDUCTING THE ASSESSMENT, PAGES 41 THROUGH 58. THERE IS CONSIDERABLE INFORMATION IN THIS STEP WHICH IS EXPECTED TO BE OF HELP TO YOU IN THE EFFICIENT USE OF TIME AND INFORMATION IN CONDUCTING THE ASSESSMENT, RECORDING ASSESSMENT RESULTS, PREPARING THE PSYCHOEDUCATIONAL STUDY, GATHERING DEVELOPMENTAL AND SCHOOL HISTORY, AND IN DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION PROGRAMMING. AS YOU REVIEW THIS SECTION--STEP SIX--BE SURE TO LOOK CAREFULLY AT THE FORMS. STOP THE TAPE AT THIS POINT AND RESUME IT AFTER YOU HAVE COMPLETED THE REVIEW OF THIS ENTIRE SECTION.

WITH YOUR BOOK OPEN AT PAGE 41, YOU ARE READY TO RECORD OBSERVATIONS AND REPORTS THAT ARE AVAILABLE FROM THE CUMULATIVE RECORDS, HEALTH CARDS, AND PARENTAL INTERVIEW. EACH TEAM MEMBER DESIGNATED AS AN EXAMINER ON THE ASSESSMENT PLAN WILL RECORD HIS OWN FINDINGS ON THE ASSESSMENT ANALYSIS. A SAMPLE OF THIS FORM IS ON PAGE 45. A COMPLETED ANALYSIS FOR THE FICTITIOUS JOHN PAULS ON PAGES 45A, 45B, 45C, AND 45D IS A COMPLIATION OF ALL ASSESSMENT RESULTS TO BE CONSIDERED.

A REMINDER MAY BE IN ORDER AT THIS POINT REGARDING CONFIDENTIALITY. EACH PUBLIC AGENCY HAS ESTABLISHED WRITTEN PROCEDURES AND POLICIES RELATING TO THE CONFIDENTIALITY OF PUPIL RECORDS. CERTAIN ASPECTS ARE MANDATED BY LAW. EACH MEMBER OF THE TEAM MUST ASSUME THE RESPONSIBILITY TO BE KNOWLEDGEABLE OF THESE PROCEDURES AND TO ADHERE TO THEM.

NON-DISCRIMINATOR TESTING IS MANDATED. ASSESSMENT MUST BE ADMINISTRED BY APPROPRIATELY LICENSED OR CREDENTIALED PERSONNEL WHO ARE COMPETENT IN BOTH ORAL AND WRITTEN SKILLS OF THE INDIVIDUAL'S PRIMARY LANGUAGE OR MODE OF COMMUNICATION AND MUST HAVE BOTH A KNOWLEDGE AND UNDERSTANDING OF THE STUDENT'S CULTURAL AND HISTORICAL HERITAGE. IN ADDITION, WHEN IT IS DETERMINED THAT THE STUDENT IS LIMITED ENGLISH SPEAKING OR NONENGLISH SPEAKING, THE ASSESSMENT SHALL BE CONDUCTED IN THAT STUDENT'S LANGUAGE. TESTS AND PROCEDURES MUST CONFORM WITH THE DEPARTMENT GUIDELINES REGARDING NON-DISCRIMINATORY ASSESSMENT. ANYONE INVOLVED IN ASSESSMENT IS OBLIGATED TO BE INFORMED REGARDING THIS ISSUE.

EVERY ASSESSMENT MUST INCLUDE ADEQUATE PROCEDURES FOR THE IDENTIFICATION OF PERCEPTUAL PROBLEMS WHICH MAY BE MANIFESTED IN LEARNING PROBLEMS.

THE ACCURACY OF RECORDING THE RESULTS OF TEST DATA CANNOT BE OVER EMPHASIZED--ACCURACY IN INTERPETING THE RESULTS PRESUMES CAREFUL ANALYSIS. OFTEN THE SCORE ITSELF IS OF LESSER VALUE THAN THE OBSERVATION OF BEHAVIOR AND FUNCTION DURING THE EVALUATION--AND THIS SHOULD BE NOTED.

A NUMBER OF STANDADIZED TESTS ARE AVAILABLE WITH ESTABLISHED VALIDITY AND RELAIABILITY. NORM-REFERENCED TESTS HAVE CONVENTIONALLY BEEN USED TO MEASURE ABILITIES, HOWEVER, MANY OF THESE TESTS PROVE OF LITTLE USE IN PLANNING INSTRUCTIONAL INTERVENTION. ON THE OTHER HAND, CRITERION REFERENCED TESTS CHARACTERISTICALLY DO PROVIDE INFORMATION DEFINING THE PRESENT LEVEL OF FUNCTION AND STAGE OF DEVELOPMENT. ASSESSMENT MUST ESTABLISH WHERE THE INDIVIDUAL IS NOW AND WHAT THE NEXT STEP NEEDS TO BE. BY RECORDING AND ANALYZING TEST DATA ON THE ASSESSMENT ANALYSIS FORM, INFORMATION IS ORGANIZED TO SHOW WHERE STRENGTHS LIE AND WHERE NEEDS EXIST. THEN BASED ON THESE TWO CONCERNS--STRENGTHS AND NEEDS--POSSIBLE SOURCES OF INTERVENTION CAN BE PLANNED. THIS ASSESSMENT ANALYSIS HAS PROVEN TO BE OF REAL HELP IN IEP DETERMINATIONS AND IN THE WRITING OF GOALS AND OBJECTIVES IN COMMITTEE. IT IS SUGGESTED THAT THE COORDINATING TEAM MEMBER COMPILE ALL THE ASSESSMENT RESULTS ON THE ONE ASSESSMENT ANALYSIS AND THEN HAVE THIS COMPILATION

AVAILABLE FOR THE TEAM, INCLUDING THE PARENTS, FOR IEP DEVELOPMENT AND DETERMINATION OF SPECIAL EDUCATION SERVICES. SUCH A COMPILATION MAY BE ATTACHED TO IEP.

TO DEMONSTRATE THE VALUE OF THE ASSESSMENT ANALYSIS, REMOVE THE ANALYSIS PREPARED FOR JOHN PAULS WHICH IS A COMPLIATION FROM ALL EXAMINERS. IT IS FOUND ON PAGES 45A THROUGH 45D. ARRANGE IT IN FRONT OF YOU VERTICALLY SO THAT 45A APPEARS AT THE TOP OF YOUR DESK OR TABLE AND 45D AT THE BOTTOM. THIS WILL PERMIT YOU TO READ VERTICALLY UNDER EACH HEADING. TO PERMIT YOU TO ARRANGE THE PAGES OF THE ASSEMENT ANALYSIS VERTICALLY IN FRONT OF YOU, STOP THE TAPE HERE START AGAIN WHEN YOU HAVE THE ASSESSMENT ANALYSIS READY TO REVIEW.

NOW WITH THE COMPILATION OF ALL TESTS, REPORTS, CASE HISTORY, AND OBSERVATION RECORDED ON THE ASSESSMENT ANALYSIS FOR JOHN PAULS, THE COMMITTEE IS PRESENTED WITH AN ORGANIZED SUMMARY OF FINDINGS. THIS PARTICULAR ASSESSMENT ANALYSIS IS ADMITTEDLY MORE EXTENSIVE THAN MIGHT ORDINARILY BE EXPECTED FOR TWO REASONS: (1) RECORDS FROM SCHOOLS PREVIOUSLY ATTENDED WERE UNAVAILABLE, AND (2) TEST RESULTS WERE CONTRADICTORY AND CONFUSING. FOR EXAMPLE: NOTE ACADEMIC FUNCTIONING LAGS SIGNIFICANTLY WHOLE VOCABULARY SKILLS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST, AUDITORY DISCRIMINATION AND SELECTIVE ATTENTION TESTS, SOUND BLENDING SUBTEST OF THE ITPA AND STUDENT INTERVIEW RESPONSES FALL WITHIN OR ABOVE NORMAL LIMITS. NOW, READING VERTICALLY THROUGH COLUMN ONE--ASSESSMENT--THE ANALYSIS SHOWS THAT ALL AREAS OF FUNCTION AS REQUIRED BY LAW HAVE BEEN ASSESSED. IN SOME CASES, SEVERAL MEASURES WERE USED TO CONFIRM FINDINGS. NOTE THE RESULTS OF THE WRAT. NOW COMPARE THIS WITH THE RESULTS OF THE PIAT READING AND THE KEY MATH. THE DIFFERENCES IN MATH ACHIEVEMENT RAISES A QUESTION ABOUT WHY SUCH A DIFFERENCE EXISTED. HOWEVER, REFERRING TO COLUMN THREE--LEARNING STRENGTHS/STYLES/RATES--BOTH TESTS INDICATE JOHN MET WITH MUCH MORE SUCCESS WHEN PRACTICAL JUDGEMENTS WERE REQUIRED AND TANGIBLE TOOLS WERE USED. THE KEY MATH MEASURES THESE SKILLS IN CONSIDERABLEY MORE DEPTH THAN THE WRAT. BOTH READING TESTS YIELDED VERY SIMILAR LEVELS OF FUNCTION WITH THE STATEMENT IN THE THIRD COLUMN REPORTING JOHN MADE

CONCERTED ATTEMPTS TO "SOUND OUT" WORDS. NOW NOTE THAT IN THIS SAME THIRD COLUMN THIS SAME WORD ATTACH SKILL "SOUNDING-OUT" WAS SEEN IN ASSESSMENT USING THE ITPA, THE ARTICULATION TEST, AND THE TEST OF WRITTEN LANGUAGE. . . . . . .ANOTHER INDICATION THAT SUGGESTS JOHN'S USE OF THE AURAL/ORAL CHANNELS IN LEARNING WAS SEEN IN THE TEST OF ORAL COMMISSIONS AND IN THE UTAH TEST OF LANGUAGE DEVELOPMENT WHERE HE VOCALIZED--THAT IS, REPEATED ALOUD THE INSTRUCTIONS HE WAS TO FOLLOW. "TALKING TO HIMSELF" ALOUD APPEARS TO BE A LEARNING STYLE WHICH IS USEFUL TO JOHN.

ANOTHER IMPORTANT ASSESSMENT RESULT FOUND BY READING THE THIRD COULMN VERTICALLY, IS THAT JOHN EXPRESSED A REAL DESIRE TO ACHIEVE, THAT HE LIKES SCHOOL AND SHOWED HIGH MOTIVATION FOR SPEECH THERAPY. THIS WAS CONFIRMED BY THE PARENT AS RECOREDED IN THE CASE HISTORY. BY CONSIDERING ALL OF THE RESULTS LISTED IN COLUMNS ONE, TWO, AND THREE, IT CAN BE ESTABLISHED THAT THE ANALYSIS INDICATED ASSESSMENT WAS ADEQUATE TO THE EXTENT THAT:

1. AREAS OF SUSPECTED DISABILITIES WERE EVALUATED.
2. EDUCATIONAL PROBLEMS WERE INDENTIFIED.
3. PERTINENT DATA WAS RECORDED AND DATED.
4. APPROPRIATE TOOLS WERE CAREFULLY SCORED AND ANALYZED.
5. LEARNING RATE IN THE PAST SHOWS ACADEMIC PROGRESS HAS BEEN ABOUT .5 OF A YEAR ANNUALLY, COMMUNICATION SKILLS LAG FROM TWO TO THREE YEARS, HOWEVER, OTHER DEVELOPMENT APPEARS TO BE WITHIN NORMAL LIMITS.
6. LEARNING STYLE APPEARS TO BE MULTISENSORY ACCOMPANIED WITH CONSIDERABLE MOTIVATION TO LEARN.
7. THAT JOHN IS AWARE OF HIS POOR ACHIEVEMENT EXPRESSING GREAT CONCERN REGARDING HIS ARTICULATION PROBLEM.

EVEN WITH ALL THIS INFORMATION, IT IS NECESSARY TO LOOK FURTHER AND CONSIDER THE WEAKNESSES AND NEEDS--SPECIFIC DETERRANTS THAT HAVE INTERFERRED WITH JOHN'S PROGRESS. LOOK NOW AT COLUMN FOUR: WEAKNESSES/ NEEDS. ARE THERE COMMON THREADS THAT RUN THROUGHOUT THE ANALYSIS IN

THIS COLUMN? . . . . YES, YOU WILL SEE PROBLEMS OF RETRIEVAL SKILLS--SEQUENTIAL MEMORY DEFICITS BOTH VISUALLY AND AUDITORALLY AND DEFICITS FOR BOTH SHORT AND LONG TERM MEMORY. PROBABLY THE MOST SIGNIFICANT FINDING HERE IS THAT JOHN'S ACADEMIC LEVELS OF FUNCTION ARE COMPATABLE WITH HIS CURRENT RETRIEVAL SKILLS. THIS SAME FACTOR CAN BE SEEN IN THE ADEQUATE RESULTS OF THE PEABODY PICTURE VOCABULARY TEST, A TEST OF RECEPTIVE LANGUAGE FOR ONE WORD, AS OPPOSED TO DEPRESSED RESULTS ON TEST ITEMS OF THE UTAH TEST OF LANGUAGE DEVELOPMENT, THE SPACHE LISTENING COMPREHENSION AND THE ITPA WHICH REQUIRE THE COMPREHENSION OF CONNECTED SPEECH--THAT IS UTTERANCES INVOLVING PHARASES, CLAUSES, AND SENTENCES.

THIS COLUMN--WEAKNESS/NEEDS--SHOWS LANGUAGE DEFICITS IN TEMPORAL CONCEPTS, DIRECTIONALITY, AND SPATIAL JUDGEMENT.

ANOTHER FACTOR WHICH CAN BE SUSPECTED OF HAVING IMPACT ON JOHN'S LEARNING IS THE CONCERN HE AND HIS MOTHER HAVE CONVEYED ABOUT HIS "ASTHMA"-- A CONDITION NOTED BY ALL PARTICIPANTS OF THE ASSESSMENT TEAM, AND ALSO INCLUDED IN THE SCHOOL NURSE'S REPORT.

THE FINAL COLUMN--SUGGESTED RECOMMENDATIONS, STRATEGIES, MATERIALS. ETC. PROVIDES EACH EXAMINER AN OPPORTUNITY TO RECORD POSSIBILITIES FOR INTERVENTION. NOTE THAT DIFFERENT EXAMINERS HAVE MADE A NUMBER OF SIMILAR RECOMMENDATIONS WHICH SHOULD BE OF HELP TO THE RECEIVING SPECIAL EDUCATION TEACHERS AND SPECIALIST IN DEVELOPING AND PERIODICALLY REVIEWING THE EDUCATIONA ACTIVITIES DESIGNED TO MEET THE GOALS AND OBJECTIVES WRITTEN IN THE IEP. IN THE CASE OF JOHN PAULS, IT WOULD APPEAR THAT THE LANGUAGE/SPEECH/HEARING SPECIALIST AND THE SPECIAL EDUCATION TEACHER TOGETHER SHOULD PLAN INSTRUCTIONAL ACTIVITIES WHICH INTERFACE TO PROVIDE THE BEST REMEDIATION.

AS YOUR ASSESSMENT PROCEDURES ARE COMPLETED FOR YOUR PROJECT STUDENT, RECORD THEM ON THE ASSESSMENT ANALYSIS. ALL OF THE DETERMINATIONS FOR WRITING THE IEP SHOULD BE BASED ON THE INFORMATION YOU WILL HAVE

RECORDED HERE. PROCEED WITH THE GATHERING OF DATA AS DESCRIBED IN YOUR ASSESSMENT PLAN, COMPILING ON THE ASSESSMENT ANALYSIS THE RESULTS FROM ALL SOURCES. WHEN THE ASSESSMENT ANALYSIS HAS BEEN COMPLETED, START THE TAPE FOR THE NEXT SEGMENT OF TRAINING WHICH WILL FOCUS ON THE COMPLETION OF STEP SIX--CONDUCTING THE ASSESSMENT. THIS CONCLUDES THE SIXTH SEGMENT OF THE TRAINING. YOU MAY STOP THE TAPE.

SEGMENT VII

THE SEVENTH SEGMENT OF TRAINING IS ACTUALLY THE CONCLUSION OF THE SIXTH SEQUENTIAL STEP IN IEP DEVELOPMENT: CONDUCTING THE ASSESSMENT. IT APPLIES ONLY TO THOSE INDIVIDUALS WHO ARE BEING CONSIDERED FOR EDUCATIONALLY HANDICAPPED PLACEMENT OR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA PLACEMENT, BECAUSE THE PSYCHOEDUCATIONAL FORM, FOUND ON PAGE 47 IS UNIQUE FOR USE WITH THOSE TWO GROUPS.

TURN TO PAGE 47 OF YOUR HANDBOOK TO FIND THE PSYCHOEDUCATIONAL STUDY FORM WHICH SUMMARIZES THE RESULTS OF THE EVALUATION AND DOCUMENTS EITHER AGREEMENT OR DISAGREEMENT WITH THE CONCLUSIONS. THE INFORMATION FOR THESE NINE ITEMS CAN EASILY BE OBTAINED BY REFERRING TO THE ASSESSMENT ANALYSIS COMPILATION YOU HAVE RECORDED FOR YOUR PROJECT STUDENT. A COMPLETED PSYCHOEDUCATIONAL STUDY FOR THE FICTITIOUS JOHN PAULS IS FOUND ON PAGE 47B AND C. REMOVE THESE PAGES, 47B AND C, FROM THE HANDBOOK FOR COMPRAISON WITH THE ASSESSMENT ANALYSIS . . . . . NOW TURN BACK TO PAGE 45A TO JOHN PAULS' ASSESSMENT ANALYSIS. WITH THE PSYCHOEDUCATIONAL STUDY IN FRONT OF YOU, A RESPONSE FOR EACH ITEM OF THIS STUDY BASED ON EVALUATION EVIDENCE CAN BE ASCERTAINED BY REFERRING TO JOHN'S ASSESSMENT ANALYSIS. LET'S WALK THROUGH THIS STUDY TOGETHER TO ILLUSTRATE THE EASE WITH WHICH IT MAY BE COMPLETED USING THE ANALYSIS. THIS IS ANOTHER MULTI-DISCIPLINARY THEM TASK WHICH MAY BE PREPARED PRIOR TO THE IEP MEETING. HOWEVER, THE PARENT MUST BE INVITED TO ATTEND AND KEPT INFORMED OF THE PROGRESS OF THE ASSESSMENT TEAM.

ITEM ONE ON THE STUDY REQUIRES A STATEMENT OF WHETHER THE CHILD HAS A SPECIFIC LEARNING DISABILITY AND ITEM TWO REQUIRES A DESCRIPTION OF THE HANDICAP. READING VERICALLY DOWN COLUMN FOUR ON ALL FOUR PAGES OF THE ANALYSIS--WEAKNESSES AND NEEDS--THE SPECIFIC LEARNING DISABILITY WITH A DESCRIPTION OF THESE DISABILITIES WHICH ARE BASED ON ASSESSMENT

ARE EASILY DETERMINED. . . . .

ITEM THREE SEEKS THE BASIS FOR MAKING THE ABOVE DETERMINATION. THIS INFORMATION CAN BE FOUND IN COLUMNS ONE AND TWO OF THE ANALYSIS. . . .

ITEM FOUR IS CONCERNED WITH RELEVANT BEHAVIOR NOTED DURING THE OBSERVATION. ON PAGE 45D OF THE ANALYSIS ARE SUMMARIES OF FIVE REPORTS WHICH ADDRESS HOW JOHN FELT ABOUT HIS NEEDS AND HOW HE REACTED TO AND EXPRESSED HIS CONCERNS. THESE REPORTS ON PAGE 45D ALSO PROVIDE THE RESPONSES SOLICITED IN ITEMS FOUR THROUGH EIGHT IN THE PSYCHOEDUCATIONAL STUDY. . . . .

ITEM NINE REQUIRES A CREDENTIALED SCHOOL PSYCHOLOGIST'S SIGNATURE. NOTE THE EXCEPTIONS FOR THIS STATEMENT.

THE SIGNATURE PAGE PROVIDES SPACE FOR ALL TEAM MEMBERS TO CERTIFY THEIR AGREEMENT TO THE CONCLUSIONS OF THE REPORT. AT THE BOTTOM OF THIS PAGE THERE ARE INSTRUCTIONS TO BE FOLLOWED IN THE EVENT ONE OR MORE OF THE TEAM MEMBERS DOES NOT AGREE WITH THE CONCLUSIONS OF THE STUDY. IN SUCH CASES, STATEMENTS OF DISSENSION MUST BE DOCUMENTED AND ATTACHED TO THE PSYCHOEDUCATIONAL STUDY. THIS STUDY SHOULD BE AVAILABLE TO THE PARENT AT THE IEP MEETING. WRITTEN IN EVERYDAY, EASILY UNDERSTANDABLE LANGUAGE, THIS STUDY MIGHT CLARIFY QUESTIONS PARENTS HAVE AT THE IEP MEETING. AFTER YOU HAVE COMPLETED YOUR STUDY OF THIS REPORT REPLACE IT IN THE HANDBOOK. . . . .

THE CASE HISTORY AND SUMMARY OF DEVELOPMENTAL SCHOOL HISTORY FOR JOHN PAULS, PAGES 49-51, HAS BEEN INCLUDED FOR YOUR INFORMATION. OBTAINING SUCH A HISTORY IS A REQUIREMENT IN THE ASSESSMENT OF A STUDENT WHOSE SUSPECTED PROBLEM IS IN THE REALM OF SPEIFIC LEARNING DISORDERS.

THE DETERMINATION OF ELIGIBILITY FOR EDUCATIONALLY HANDICAPPED PROGRAMS AND SERVICES APPEARS ON PAGES 53, 54 AND 55. IT IS TAKEN DIRECTLY FROM TITLE 5 REGULATIONS. IT IS STRONGLY SUGGESTED THAT THE TRAINEE

STOP THE TAPE AND READ THESE REQUIREMENTS CAREFULLY. RESUME THE CASSETTE PLAYER WHEN YOU HAVE FINISHED.

YOUR ASSIGNMENT AT THIS POINT, IF YOUR PROJECT STUDENT IS EDUCATIONALLY HANDICAPPED, IS THAT YOU COMPLETE THE PSYCHOEDCATIONAL STUDY. REMEMBER THIS IS A TEAM TASK IN REALITY. HOWEVER, FOR PURPOSES OF TRAINING YOU WILL NEED TO ASSUME ROLES OF ALL TEAM MEMBERS.

THE PREPARATION OF THIS FORM--PSYCHOEDUCATIONAL STUDY--CONCLUDES PRE-MEETING ACTIVITIES. IT NOW BECOMES THE DUTY OF THE ASSESSMENT TEAM COORDINATOR TO MAKE MUTUAL ARRANGEMENTS WITH THE PARENTS AND THE TEAM FOR THE ACTUAL E & P MEETING AT WHICH TIME THE IEP IS WRITTEN AND, THEN, BASED UPON THAT WRITTEN PROGRAM, PROGRAMS AND SERVICES ARE DETERMINED.

AS A LAST STEP IN THIS SEGMENT OF TRAINING, YOU WILL CHECK WITH THE ASSESSMENT CONSIDERATIONS ON PAGE 57 TO ASSURE THAT THE ASSESSMENT IS COMPLETE AND ADEQUATE.

IN REVIEW, YOUR ASSIGNMENT NOW IS:
FOR THE EH CANDIDATE COMPLETE THE PSYCHOEDUCATIONAL STUDY, BEING SURE THAT BOTH A SUMMARY OF EDUCATIONAL AND DEVELOPMENTAL HISTORY AND A CLASSROOM OBSERVATION BY SOMEONE OTHER THAN THE REGULAR CLASSROOM TEACHER ARE AVAILABLE.

THE NEXT PORTION OF THE TRAINING TAPE, SEGMENT EIGHT, WILL FOCUS ON THE DETERMINING OF THE GOALS AND OBJECTIVES. PLEASE STOP THE TAPE AT THIS POINT AND RESUME WHEN YOU HAVE COMPLETED ALL OF THE FIRST SIX STEPS LISTED ON PAGE 15.

SEGMENT EIGHT

YOU HAVE COMPLETED THE FIRST SIX STEPS IN DEVELOPING AN IEP. THE TEAM COORDINATOR IS NOW RESPONSIBLE FOR NOTIFYING THE PARENTS OF THE MEETING TO DEVELOP THE IEP. THIS MAY NEED TO BE A TWO MEETING ARRANGEMENT AS WAS DONE IN THE CASE OF JOHN PAULS. PLEASE REFER AT THIS POINT TO PAGE 23, THE IEP PROCESS LOG, ITEM NUMBER 6. LISTED HERE ARE THE STEPS WHICH MUST BE ACCOMPLISHED WITH THE PARENTS NOW. THE DECISION TO BE MADE IS WHETHER OR NOT THE NEED EXISTS FOR MORE THAN ONE MEETING TO SUMMARIZE RESULTS, CONSIDER ELIGIBILITY AND SERVICES NEEDED, WRITE THE IEP, AND DETERMINE PLACEMENT.

PRIOR TO THE IEP MEETING, ASSESSMENT TEAM MEMBERS ARE ADVISED TO BRING TO THE MEETING WRITTEN NOTES WHICH WILL AID IN THE WRITING OF GOALS AND OBJECTIVES. HOWEVER, THE ACTUAL WRITING OF GOALS AND OBJECTIVES ON THE IEP FORM IS ACCOMPLISHED IN COMMITTEE.

IN PREPARATION FOR THIS MEETING, EACH TEAM MEMBER MUST CONSIDER-ON BASIS OF ASSESSMENT RESULTS-, APPROPRIATE GOALS AND OBJECTIVES. STEP SEVEN, DETERMINING GOALS AND OBJECTIVES, PAGES 59 AND 60, DISCUSSES THIS TOPIC. PLEASE TURN TO THIS STEP NOW, PAGE 59, AND REVIEW THE INFORMATION THERE.

THE LIST OF EDUCATIONAL SKILLS AND BEHAVIORS OFFERED ON PAGES 61 TO 65 WERE COMPILED TO RELATE DIRECTLY TO THOSE AREAS OF FUNCTION WHICH MUST BE EVALUATED AS SET FORTH IN PL 94-142. YOUR ATTENTION IS DIRECTED TO THIS PARTICULAR LIST AS YOU CONSIDER WHAT KINDS OF GOALS AND OBJECTIVES YOU NEED TO CONSIDER FOR YOUR PROJECT CHILD. IF YOU WISH TO STUDY THESE MORE THROUGHLY, STOP THE TAPE AND DO SO NOW.

THE INTERVENTION MATRIX IN THE HANDBOOK BEGINNING ON PAGE 205 LISTS MANY SOURCES OF MATERIALS THAT ARE DESIGNED TO PRESENT PROGRAMS IN A SEQUENTIAL MANNER AND ARE AN AID IN WRITING GOALS AND OBJECTIVE. THEY WERE

ALSO INTENDED TO HELP IMPLEMENT INTERVENTION TECHNIQUES AND STRATEGIES. MANY OF THE MATERIALS LISTED THERE ARE AVAILABLE FOR YOUR INFORMATION AND FOR YOUR USE ON A LOAN BASIS FROM PROJECT HAPI'S OFFICE.

THE DETERMINING OF GOALS AND OBJECTIVES CANNOT BE DIVORCED FROM THE SELECTION OF INTERVENTION MATERIALS-THE EIGHTH STEP LISTED IN THE GUIDE ON PAGE 23 IN IEP DEVELOPMENT. THIS STEP IS DISCUSSED ON PAGE 67. THE SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES ON PAGE 69 SHOWS GRAPHICALLY HOW THE DAILY PLANS FOR INSTRUCTION AND INTERVENTION ARE TIED DIRECTLY TO THE STATED GOALS AND OBJECTIVES.

YOU ASSIGNMENT NOW IS TO BECOME THORUGHLY ACQUAINTED WITH THE INTERVENTION SECTION OF THE HANDBOOK BEGINNING ON PAGE 205 AND CONTINUING THROUGH TO THE APPENDICES. ANOTHER SOURCE OF INFORMATION IN DEVELOPING GOALS AND OBJECTIVES AND IN THE SELECTION OF MATERIALS AND TECHNIQUES CAN BE FOUND IN THE COLLECTION OF MODEL IEP'S IN APPENDIX A. YOU MAY WISH TO ADD MATERIALS OF YOUR OWN TO THE MATRIX AND TO THE SAMPLE RESOURCE SECTION FOR REFERENCE IN THE FUTURE. WHEN YOU HAVE COMPLETED THIS ASSIGNMENT. PLEASE RESUME THE TAPE. YOU MAY STOP THE CASSETTE PLAYER AT THIS POINT.

SEGMENT NINE

SEGMENT NINE OF THE TRAINING TAPES WILL DEAL WITH STEP NINE, THE E & P COMMITTEE MEETING, FOUND ON PAGES 71 AND 72. IT IS ASSUMED THAT YOU HAVE READ THIS PORTION. IT SHOULD BE EMPHASIZED THAT WHILE ONLY ONE MEETING TO PLAN AND WRITE THE IEP IS MANDATED, IT IS RECOMMENDED THAT SCHEDULING MORE THAN ONE MEETING IS A GOOD PRACTICE, REMEMBERING, OF COURSE, THAT THIS INVOLVES ALL REQUIRED PARTICIPANTS INCLUDING THE PARENTS. THE PARENT SHOULD BE PROVIDED THE OPPORTUNITY TO ACT AS A DECISION MAKER ON AN EQUAL BASIS WITH EVERY OTHER MEMBER ON THE E & P TEAM. IT MUST BE RECOGNIZED-THAT THE PARENTS-AS WELL AS THE EDUCATORS-HAVE THE RESPONSIBILITY FOR THE EDUCATION OF THEIR CHILDREN AS WELL AS THE EXPERTISE TO MAKE SOUND DECISIONS.

A WRITTEN REPORT OF THE DECISIONS OR CONCLUSIONS MADE IN ANY MEETING SHOULD BE MADE AVAILABLE FOR THE PARENTS WHETHER OR NOT THEY HAVE BEEN IN ATTENDANCE. THE REPORT ON PAGE 73 ILLUSTRATES SUCH A FORM AND THE SAME FORM COMPLETED FOR OUR FICTITIOUS CHILD, JOHN PAULS, FOLLOWS ON PAGE 75. WHEN SUCH A PRELIMINARY MEETING HAS OCCURRED AND A REPORT TO THE PARENT HAS BEEN MADE, CERTAIN ELEMENTS MAY BE ENTERED ON THE IEP FORM PRIOR TO THE E & P MEETING IN WHICH THE IEP IS COMPLETED. THE CHECKLIST FOR EVALUATING THE IEP ON PAGE 77 DESIGNATES THE INFORMATION UNDER ITEMS ONE AND TWO THAT MAY BE COMPLETED PRIOR TO THE WRITING OF GOALS AND OBJECTIVES. THIS CHECKLIST PROVIDES A FORMAT FOR PREPARING AN AGENDA FOR THE E & P MEETING. A SAMPLE AGENDA HAS BEEN INCLUDED IN YOUR TRAINING PACKET. SUCH AN AGENDA PROVIDES A FORMAT FOR ALL MEMBERS INCLUDING THE PARENT AND STUDENT, WHERE APPROPRIATE, TO USE THROUGHOUT THE MEETING. AN INFORMAL AND COMFORTABLE ATMOSPHERE MAY BE MORE CONDUCIVE TO PARENTAL INVOLVEMENT, HENCE A WRITTEN AGENDA SHOULD BE USED AS A GUIDE TO KEEP THE TEAM "ON TRACK" RATHER THAN A RIGID PROTOCOL.

SEGMENT TEN

THIS IS THE CONCLUDING SEGMENT OF THE TRAINING. YOU HAVE FOLLOWED YOUR PROJECT CHILD FROM INITIAL IDENTIFICATION THROUGH THE MANDATED STEPS TO IEP DEVELOPMENT AND DETERMINATION OF PROGRAMS AND SERVICE. STEP TEN, IMPLEMENTING THE IEP, PAGE 81 DISCUSSES THIS STEP BRIEFLY. IN ADDITION, SEVERAL SUGGESTIONS ARE IN ORDER FOR IMPLEMENTATION.

IT IS RECOMMENDED THAT A WRITTEN PLAN OF INTERVENTION BE DEVELOPED PERIODICALLY. IT SHOULD INCLUDE INCREMENTS BUILDING TOWARD THE TERMINAL OBJECTIVES ON THE IEP, STRATEGIES PLANNED, AND THE MATERIALS AND EQUIPMENT NEEDED. A REPORTING SYSTEM TO THE PARENT SHOULD BE SET UP WITH A MEANS FOR DOCUMENTING PARENTAL INVOLVEMENT. ANOTHER SUGGESTION TO CONSIDER IN THE IMPLEMENTATION OF THE IEP INCLUDES PREPARING A COPY OF THE STUDENT'S PROPOSED DAILY SCHEDULE FOR THE PARENTS, INCLUDING WHERE THE INSTRUCTION IS TO TAKE PLACE, AND WHO IS RESPONSIBLE FOR THIS INSTRUCTION. MAKING SUCH INFORMATION AVAILABLE TO THE PARENT IS ANOTHER AVENUE IN KEEPING COMMUNICATION CHANNELS OPEN BETWEEN THE SCHOOL AND THE PARENT. WITH IMPLEMENTATION OF THE IEP, YOU HAVE NOW COMPLETED THE IEP PROCESS LOG.

STEP ELEVEN: REVIEW OF THE IEP, PAGE 83 REFERS TO TITLE FIVE REGULATIONS WHICH ADDRESS THE REVIEW OF THE IEP. THE LAW IS SPECIFIC ABOUT THE NEED FOR CONTINUING ATTENTION TO A HANDICAPPED CHILD'S NEEDS AS THE INDIVIDUAL DEVELOPS. WHILE A REVIEW OF THE IEP MUST BE HELD AT LEAST ANNUALLY AND A NEW IEP WRITTEN, A REQUEST FOR A REVIEW OR REVISION MAY BE SUBMITTED AT ANY TIME THE PARENTS, SCHOOL PERSONNEL, A RESPONSIBLE COMMUNITY PROFESSIONAL, OR, IF APPROPRIATE, THE STUDENT HIMSELF. IN SUCH AN EVENT, THE E & P COMMITTEE WOULD RECONVENE TO RESOLVE THE PRESENTING PROBLEM.

PREVIOUS TRAINEES HAVE INDICATED THAT THEY HAVE FOUND THIS HANDBOOK A

THE COMPLETED IEP FOR JOHN PAULS IS INCLUDED ON PAGE 79. YOU WILL NOTE THAT THE SPECIAL EDUCATION PLACEMENT IS DESIGNATED AS AN EH PLACEMENT WITH SPEECH/LANGUAGE SERVICES AS A RELATED SERVICE. SUCH A CASE WAS FOLLOWED TO DEMONSTRATE THE ROLE THE LANGUAGE/SPEECH AND HEARING SPECIALIST PLAYS IN THE DEVELOPMENT OF AN IEP WHEN THE PRIMARY PLACEMENT IS OTHER THAN SPEECH AND LANGUAGE SERVICE.

YOU WILL FIND FIVE MODEL IEP'S IN APPENDIX A OF THIS HANDBOOK THAT ILLUSTRATE DIFFERENT PROBLEMS THAT FALL WITHIN THE CATEGORY OF THE EDUCATIONALLY HANDICAPPED.

FOR THE PURPOSES OF THIS TRAINING, YOU WILL ASSUME THAT TWO PLANNING MEETINGS WERE HELD TO DEVELOP THE IEP. YOUR ASSIGNMENT FOR THIS PORTION OF THE TRAINING CONSISTS OF THREE STEPS: (1) WRITE A REPORT APPROPRIATE FOR YOUR PROJECT STUDENT ON THE ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION FORM. YOU WILL FIND THIS IN YOUR TRAINING PACKET. (2) COMPLETE THE IEP ASSUMING ALL THE ROLES OF THE TEAM IF YOU ARE TRAINING BY YOURSELF. AND (3) EVALUATE YOUR COMPLETED IEP BY USING THE CHECKLIST ON PAGES 77 AND 78. ITEM 12, "IEP IS LEGIBLE IN ENTIRITY", SHOULD NOT BE OVERLOOKED. A CHECKLIST IS ALSO PROVIDED IN YOUR TRAINING PACKET.

WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, YOU MAY RESUME THE TAPE FOR THE FINAL PORTION OF THE TRAINING.

CONVENIENT AND HANDY RESOURCE THROUGHOUT THE YEAR. SOME HAVE DESCRIBED IT AS AN "ON-THE-TOP OF THE DESK REFERENCE". OTHERS HAVE REPORTED HAVING ADDED THEIR OWN MATERIALS TO IT, THUS, BUILDING A COMPENDIUM OF RESOURCES.

YOUR FINAL ASSIGNMENT AS A TRAINEE WILL BE DUE AFTER A SEMESTER OF USE WITH THE HAPI MATERIALS. THIS ASSIGNMENT CONSISTS OF EVALUATING THIS HANDBOOK. THE HANDBOOK EVALUATION FORM IS APPENDIX D, PAGES 335 AND 336. THIS CONCLUDES THE TRAINING TAPE.

Project HAPI

IEP PROCESS LOG

Student____________________ B/D________ Grade____ Teacher________________

School____________________ Team Coordinator____________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .		
2. Development of assessment plan:		
A. Parent notified of informal meeting.		
B. Evaluation team members notifed.		
C. *Assessment Record* utilized.		
D. *Assessment Analysis* provided each team member		
E. Timelines established for:		
(1) Completion of assessment.		
(2) Assessment Analysis to be delivered to team coordinator.		
(3) Psychoeducational study completed (for EH & SDL) .		
(4) *Assessment Analysis* compiled by team coordinator. .		
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.		
4. Receipt of parental consent to assess documented.		
5. Conduct assessment per plan (see full *Assessment Record*). .		
6. Coordinator collect and compile findings on *Assessment Analysis*.		
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.		
(a) Notice delivered.		
(b) Report of meeting delivered.		
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.		
7. Parent's response to item 6, (1) received/documented. . . .		
Parent's response to item 6, (2) received/documented. . . .		

8. Agenda prepared for E&P committee meeting. . . . . .__________ ______

9. E&P committee meeting:

   A. IEP--written and signed by participating members . . . .__________ ______

   B. Written parental consent for educational placement documented. . . . . __________ ______

10. IEP implemented . . . . __________ ______

Form 634–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School ______ Date ______ Person Initiating Referral ______

Student ______ BD ______ CA ______ Sex ______

Personal Identifier ______ Current Teacher ______ Grade ______ Current Placement ______

No. Yrs. Enrolled in School ______ Native Language ______ How Determined ______

Parent(s)/Guardian(s) ______ Phone ______

Address ______

Native Language of Home ______ School District of Residence ______

Assessment Team Coordinator ______ Date Referral Received ______

Reason for Referral:

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

Form 629 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade ____________

Birthdate ______________________ Date ____________

* * * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

Form 630-1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

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Project HAPI

SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD
FORM B

Name ____________________ Grade ____________

Birthdate ____________________ Date ____________

* * * * * * * *

DATE	ASSESSMENT	EXAMINER
	ORAL EXPRESSION	
	LISTENING COMPREHENSION	
	WRITTEN EXPRESSION	
	DEVELOPMENTAL HISTORY (CAC 53421(a)(1)(2))	

DATE	ASSESSMENT	EXAMINER
	BASIC READING SKILLS	
	READING COMPREHENSION	
	MATHEMATICS CALCULATIONS/REASONING	
	CLASSROOM OBSERVATION	
	INTELLECTUAL FUNCTIONING	

Form 632 – I/HAPI
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Page 1 of 2

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student ______________________________ **Date sent** ____________________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (_____ EAS, _____ SAT, _____ E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ______________________________

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ____________________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

______________________________ ____________________

Parent/guardian signature *Date*

If you have any questions, please call: ______________________________ ________________

Assessment team coordinator signature *Phone*

Please sign and return to:

____

____

____

Date returned: ________________________

☐ Copy provided to parents in primary language

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San Diego County 6-79

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Project HAPI

ASSESSMENT ANALYSIS

Name ________________ **B/D** ________ **CA** ______ **Grade** ________ **Date** ____________ **Examiner** ________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626–1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6 79

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Project HAPI

ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ____________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6 79

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Project HAPI

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THE PSYCHOEDUCATIONAL STUDY
Results of Evaluation

Name ______________________________ Sex __________ Birthdate ______________ Grade __________

[CAC 5 3421(b) and 45CFR 121a.543] Written report must include a statement of:

1. Whether child has a specific learning disability.

2. Description of handicap.

3. Basis for making the determination.

4. Relevant behavior noted during observation of child.

5. Relationship of that behavior to the child's academic functioning.

6. The educationally relevant medical findings, if any.

7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

Form 635–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 7-79

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9. Psychologist's statement.

In my professional judgment ______________________________ *basic learning skills fall below the normal range of functioning and are not primarily attributable to mental retardation, or limited-English-speaking status. (This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism.) (Section 3420 (c) (d))*

____

Credentialed school psychologist's signature Date

I certify that the attached report reflects my conclusions regarding ______________________________

______________________________ based on results of evaluation.

(Directions: Document the designated coordinating team member on signature line.)

Date

______________________________ ______________

Special education administrator/designee's signature

______________________________ ______________

Experienced special education teacher's signature

______________________________ ______________

Regular education teacher's signature

______________________________ ______________

*School psychologist's signature

______________________________ ______________

*Language, speech and hearing specialist's signature

______________________________ ______________

School nurse's signature

______________________________ ______________

Other signature

______________________________ ______________

Other signature

______________________________ ______________

Other signature

*Has examined student.

Any dissenting member must submit a separate statement presenting his/her conclusions. Attach such statement(s) to this study.

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San Diego County 7-79

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Project HAPI **Page 1 of 2**

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m. / p.m. located at ______________________
(date) *(time)* *(place)*

for the reasons listed below:

1. Proposed action: ______________________
2. Reasons for proposal: ______________________
3. Options considered: ______________________
4. Reasons for rejection of options: ______________________
5. Assessment procedures used: ______________________
6. Records considered: ______________________
7. Other factors: ______________________

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San Diego County 6-79

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CANARY – Agency File
PINK – Originator

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

I/we, the parent(s)/guardian(s) of the above student WILL_____ WILL NOT_____ attend the meeting.

______________________________________ ______________________

Parent/guardian signature *Date*

______________________________________ ______________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

Student ____________________ BD ________ CA ________

Personal identifier ____________________ Sex ________

Teacher ________________ No. Yrs. Enrolled in School ________ Grade ________

School ________________ Special Program ________________

Date of Initial Enrollment in Special Education ________ *Projected Date of Placement ________ Anticipated Duration of Placement ________

Career/Vocation Education Program ____________________

Extent of Regular Class Placement ________________ % P.E. Program ________

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language:

Academics:

Social Adaptation/Emotional Development:

Psychomotor:

Prevocational/Vocational Skills:

Self-Help Skills:

Learning Style (Modality):

Learning Approach (e.g., reflective, persistent, etc.)

Health Status:

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

Form 631–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Date of Meeting ____________________

Parents ____________________ Phone ________

Address ____________________

Native Language of Pupil ________________ How Determined ________________

Native Language of Home ________________ School District of Residence ________________

RATIONALE FOR PLACEMENT

Functional description of handicap:

Specific special education to be provided:

Related services to be provided:

Special material/equipment to be provided:

Provision(s) for possible transition into regular classroom program:

Rationale for Least Restrictive Environment:

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Student ______________________________ **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below: Date

Parent/designee signature ____________

Parent/designee signature ____________

Student signature ____________

Special education administrator/designee signature ____________

Regular education teacher signature ____________

*School psychologist signature ____________

*Language, speech, and hearing specialist signature ____________

School nurse signature ____________

Special education teacher signature ____________

Interpreter signature ____________

Other signature (specify) ____________

Other signature (specify) ____________

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Determination of extended school year services (CAC 3306(e)):

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement

Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature Date

Parent/designee signature Date

Form 631–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
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Draft No. 7: 5-23-79
Project HAPI

Student ____________________

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria. Person responsible Date established	Date ______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

Form 631–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

*CAC Title 5 – 3307

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

_____a. Student name
_____b. Birthdate
_____c. Chronological age
_____d. Personal identifier
_____e. Sex
_____f. Number previous years enrolled in school
_____g. Date of initial enrollment in special education
_____h. Grade
_____i. Date of meeting
_____j. Parents
_____k. Phone
_____l. Address
_____m. Native language of pupil, and
_____n. How determined
_____o. Native language of home
_____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

_____a. Communication/language
_____b. Academics
_____c. Social adaptation/emotional development
_____d. Prevocational/vocational skills
_____e. Self-help skills
_____f. Learning Style (Modality)
_____g. Learning approach
_____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

_____4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

  _____a. Document person responsible for implementing (not mandated but recommended).

  _____b. Date objective established.

_____5. Rationale for placement (statements require specificity and must reflect all areas of need).

  _____a. Functional description describes educational need(s) in understandable language.

  _____b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.

  _____c. Related services to be provided describes additional services required to fulfill goals and objectives.

  _____d. Special material/equipment to be provided by school district to meet goals and objectives.

  _____e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.

  _____f. Rationale for least restrictive environment gives reason for recommended placement.

_____6. Establish (for this IEP implementation) specific:

  _____a. Teacher

  _____b. School

  _____c. Special program

  _____d. Date of initial enrollment in special education.

  _____e. Project date of placement (note exception).

  _____f. Anticipated date of placement.

  _____g. Career/vocational education program

  _____h. Extent of regular class placement (percent of time on weekly basis).

  _____i. Physical education program

_____7. Secondary level graduation requirements.

_____8. Determination of extended school year services (specificity need).

_____9. Participating IEP committee members (in attendance) signature and date document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.

_____10. Written parental consent to placement as specified documented.

_____11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.

_____12. IEP is legible in entirety.

PROJECT hapi

Update

NOVEMBER 1979

DR. BARRY RESUMES AS PROJECT DIRECTOR

Dr. Lawrence Barry is again at the helm as the director of Project HAPI after a year's leave. Included in his many professional activities during a sabbatical leave last year were visitations to a number of districts which have implemented the Master Plan for Special Education. His European tour last summer was reported as a highlight. Dr. Barry returns with innovative ideas and interesting reports. Welcome back!

* *

HAPI HANDBOOKS UPDATED

The five handbooks, ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM for:

- Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped
- Hearing Impaired
- Visually Impaired
- Trainable Mentally Retarded and Developmentally Handicapped
- Educationally Handicapped

were revised to reflect the most recent changes in federal law and specifically the May 23, 1979 California Administrative Code Title 5 regulations. Part I, A Systematic Approach to IEP Development, presents an updated outline and explanation of required IEP components and sequential steps in IEP development following the timelines set out in the law. Forms for Referral to the Assessment Team, Notification of Referral/Parent Consent to Assessment Plan, E&P Team Recommended Action, and the IEP are offered in all handbooks. These forms are also available in Spanish from the project office, 292-3719. The appendices in each handbook now include five or more sample IEPs and a new matrix showing the current composition of E&P teams for different handicaps.

All handbooks sport a new cover using the project logo you see on this update. The handbooks remain the chief vehicle for training, serving as guides and basic materials in the sequential development of IEPs.

* *

Superintendent of Schools, Department of Education, San Diego County 11-79

AUDIOCASSETTES DEVELOPED FOR EACH HANDBOOK

Instructional audiocassettes, one specifically prepared for each handbook, have been added to the HAPI training package. These cassettes are designed to provide a self-instructional component to the training. The audiocassette is to be used simultaneously with the handbook. Each tape is divided into segments. With each segment of training the trainee, as a team member, is assigned a specific task. Upon completion of the tape and assignments, the trainee will have experienced the entire IEP process as a team member from the point of referral to implementation.

* *

HAPI HAS VIDEOTAPE

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP, a videotape, provides an overview of the IEP process depicting identification, referral, assessment, and IEP planning events in compliance with laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals (e.g., physical therapists, doctors, etc.), and parent/child advocates.

* *

1979-80 HAPI WORKSHOPS

For the third year, Project HAPI has had the privilege of working with master teachers/specialists--a very special group of educators who brought enthusiasm with their expertise to the workshops.

Project HAPI conducted six workshops during August and September. Eight San Diego County school districts and two nonpublic schools participated, sending 51 trainees.

The focus of the training was on a multidisciplinary team approach, stressing the need for each team member to understand the total IEP process. Training was designed for the purpose of offering staff development workshops in the writing of IEPs in compliance with federal laws and the May 23, 1979 California Administrative Code Title 5 regulations. Three models of training were offered this year.

Training Model I provided minimal direct instruction with one and one-half days in the workshop setting. The remainder of the training was accomplished by using the audiocassette with the handbook in a self-instruction situation.

Training Model II was a replication of the past two years' week-long training model. The format was different since the training this year included the use of the videotape and the audiocassettes.

A one-half day orientation was offered through training Model III. Project and trainee responsibilities were explained, the videotape was shown, and each

1979-80 HAPI WORKSHOPS CONTINUED

trainee received the appropriate HAPI handbook, the self-instructional audiocassette, and packet of materials. These trainees then completed the training independently.

All 1979-80 trainees had the option of earning two semester hours of credit through San Diego State University. This option is still open to those who may have decided after the completion of the workshops that they did, after all wish to sign up for credit. Any such person should call 292-3719 and inform Pat Mohr, Project HAPI secretary.

DEADLINE: Registration forms must be in the San Diego State's cashier's office on or before November 15, 1979.

Any 1979-80 trainee, regardless of training model, is invited to contact Jean Chapman, 292-3675, for support in completing responsibilities. All project test results and the three completed IEPs should be finalized and in Project HAPI's office now.

* *

THANK YOU, CHULA VISTA

A special thanks is extended to Chula Vista City School District for arranging for Barbara Karas, language, speech, and hearing specialist, to assist Jean Chapman, project coordinator, during two weeks of HAPI training. Barbara's contribution was a real plus.

* *

YOU MAY BE CALLED . . .(ANY VOLUNTEERS?)

If you were a 1977-78 or 1978-79 HAPI participant, you may be contacted to review and critique the videotape, the audiocassettes, and the revised handbooks. Such a panel will be assembled in the next few weeks. Again, it is your input that is so important in editing the project's materials.

* *

NO HAPI VAN, BUT. . .

Materials are still available for HAPI trainees to use on a check out basis. If you are in need of particular assessment or intervention items, contact the project office. We can use the truck mail to get items to you.

* *

INSERVICE FOR SAN DIEGO COUNTY DISTRICTS

Several inservice offerings with the HAPI videotape, handbooks, and audiocassettes are scheduled for districts who did not participate in workshop trainings this fall. These districts will be requested to react to the HAPI materials, too. If you or your district is interested in such an inservice, you may contact Jean Chapman at 292-3675.

* *

ATTENTION PAST TRAINEES

Due to a mechanical error, the updated sections of the Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped, were incorrectly punched to match the assessment and intervention sections. This Part One, which is appropriate in its entirety to both SDL and EH books, and in a general way for all handbooks, is available upon request. Replacing the present Part One of your handbook with the above named section will update your handbook. The attached IEP Flow Chart illustrates schematically the tasks and timelines in the IEP process. The revised Part One of all the handbooks follows this Flow Chart in a systematic, sequential fashion in providing an IEP Process Log and necessary forms to accomplish the development of an IEP.

* *

IEP AND EXTENDED YEAR SERVICES

From Wilson Riles, superintendent of public instruction and director of education, State of California:

> "Some district and county superintendents are going to fair hearings on the issue of whether an extended-year program should be written into a special education student's Individual Education Plan (IEP). This issue is clearly defined in regulation, Title 5, CAC, Section 3306(e).
>
>> "Extended school year services when needed, as determined by the Eligibility and Planning Team, shall be documented in the individualized education program."
>
> Note that Section 3106.5(e) imposes the same requirement on programs under the Master Plan.
>
> Determination of whether an extended-year program is appropriate for a particular child is a matter on which opinions may differ. However, once this decision is made, there is no room for dispute over whether it must be part of the IEP."

* *

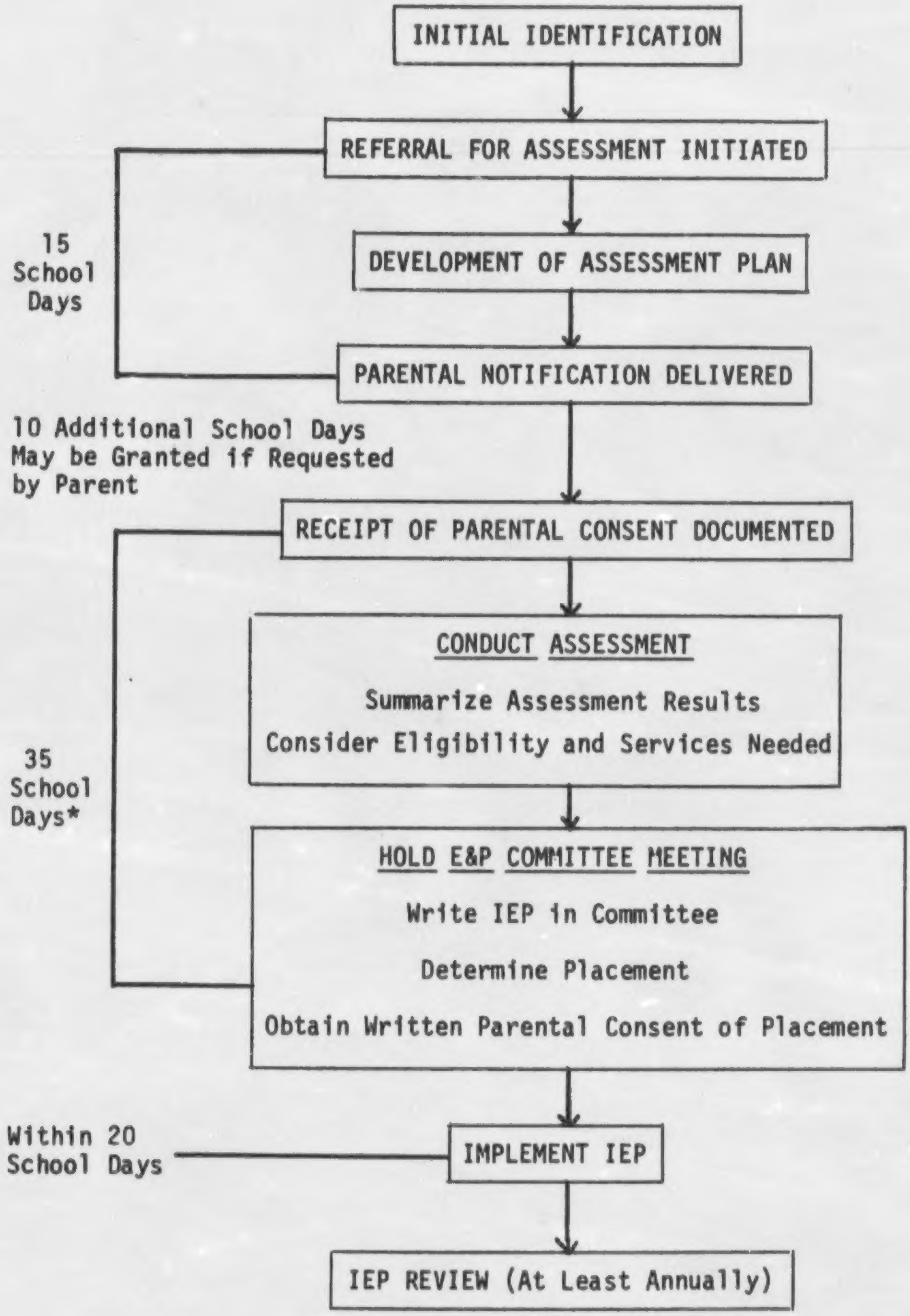
IS YOUR ADDRESS CORRECT?

Please call in any change of address so the updates will reach you promptly, 292-3719.

* *

HAVE A HAPPY THANKSGIVING FROM THE PROJECT HAPI STAFF.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School Days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional School Days May be Granted if Requested by Parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School Days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 School Days
IMPLEMENT IEP
IEP REVIEW (At Least Annually)

**CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

PROJECT hapi Update

February 15, 1980

DUE DATE TODAY!!!

Thanks to all the 1979-80 HAPI participants and review panel members who have forwarded the questionnaires, evaluations, posttest data, etc. to the project office. With all this in hand, the project staff is armed with the information needed to write the application for dissemination.

* *

EXTRA! EXTRA! IEP CHANGE

Gordon Duck, assistant superintendent and director, Office of Special Education, California State Department of Education, has pointed out in a January 14, 1980 letter that the recent decision regarding parental consent for the contents of the IEP must be adhered to at this time. Please read this carefully--it is important!

> "Subject: Opinion of the Office of the Attorney General on Parents' Consent Required of the Contents of the Individualized Education Program
>
> The Attorney General's opinion on the subject of individualized education programs and parental consent addresses two substantive issues:
>
> 1. Whether parental consent is required for the contents of a child's individualized education program.
>
> 2. Whether the hearing procedure established in Title 5, California Administrative Code, Sections 3124(a) and 3308(a), which would permit the override of a parent's denial of consent, is valid and enforceable.
>
> The opinion concludes that parental consent is required for the entire individualized education program for an individual with exceptional needs, not just for the placement component. Furthermore, if a parent refuses to consent to an established individualized education program for his child, there is no procedure which would authorize a local education agency to override the denial of such consent.

EXTRA! EXTRA! IEP CHANGE CONTINUED

Some significant implications of the Attorney General's opinion are as follows:

1. Although the opinion cites and relies only on Master Plan statutory and regulatory authority, the opinion must be applied equally to non-Master Plan areas in order to assure equal protection of the law for all individuals with exceptional needs.

2. As of the date of this communication, all newly developed and revised individualized education programs must have parental consent prior to their implementation. Upon parental request, a pupil's current individualized education program developed or revised prior to this communication must be returned to the parent to solicit consent to the entire program.

3. If a parent does not consent to a pupil's individualized education program or the assessment of the pupil, the local education agency may not implement the individualized education program or assess the pupil. In accordance with the Attorney General's opinion, Sections 3124(a) and 3308(a) of Title 5, California Administrative Code are void and unenforceable. After attempts to reach agreement and obtain parental consent to the pupil's individualized education program or assessment plan have failed, then the pupil would attend the regular school's program, at the grade appropriate to his or her level of educational achievement in accordance with the Attorney General's opinion.

   The fair hearing process is still available, however, to a parent to determine the appropriateness of a contested individualized education program or assessment.

Inquiries regarding this opinion may be directed to the Department's Legal Office (telephone 916-445-4694)." (State Department of Education)

You may wish to discuss this letter with your director of special education. If you need a copy of the above letter, contact Project HAPI's office.

* *

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS

"Short-term instructional objectives" on the IEP, according to the U.S. Office of Education have a "different meaning" than the objectives

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS CONTINUED

in daily or weekly instruction plans. These objectives are simply outcomes or milestones for indicating progress in meeting annual goals. Therefore, these objectives must be completed on the IEP to comply with PL 94-142. (This was addressed in HAPI trainings.)

OE further says that it is not appropriate to place a child in special education and then, later, to develop the IEP. Under PL 94-142, IEPs must be developed and agreed to by professionals and parents before the child is placed in special education. However, at state and local option, teachers can expand the IEP after placement with more specific objectives or lesson plans.

OE says union officials cannot attend IEP meetings if student records are discussed, except with parental permission. HEW's Fair Information Practice Office writes, "It is improper to include parties whose participation is intended to protect the interest of teachers rather than the interest of the student." To do so would violate the confidentiality and procedural safeguards of PL 94-142.

* *

EDITING OF HAPI'S VIDEO PROGRAM NEAR COMPLETION

HAPI's video program EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP will soon be available in a three-part series:

PART I: AN INTRODUCTION TO THE IEP PROCESS

PART II: ASSESSMENT PLANNING
THE FIRST 15 SCHOOL DAY PERIOD

PART III: ASSESSMENT + INTERVENTION = IEP
THE 35 SCHOOL DAY PERIOD

In addition, a guide has been written to accompany the video program. This guide gives a synopsis of each part, some implications for use, discussion questions, and includes masters for overhead transparencies which coordinate with the video presentations.

The evaluations and comments from HAPI participants and review panel members have proven a real help. Project HAPI owes Dr. Doyle Knirk, San Diego County Department of Education, a big "thank you" for the time and direction he has volunteered during the editing of the video program. So, "thank you," Dr. Knirk, your input was most welcome and appreciated!

* *

TEST MANUALS NEEDED

Participants who have borrowed copies of the PIAT, WRAT, and KEY Math for HAPI posttesting please return them as soon as possible. There are others who are waiting to use them.

* *

ATTENTION - HANDBOOK CORRECTIONS

All handbooks - See Appendix B: The Composition of E&P and/or IEP Committee. Note the last category listed, "(d) Orthopedic or Other Health Impaired," column 4 change "yes" to "optional" and column 8 change "yes" to "optional."

The EDUCATIONALLY HANDICAPPED handbook ONLY. On the title page the author's name is misspelled. Change to "Grace Hanggi-Noe." Page iv - The first sentence is in error. Dr. Lawrence C. Barry is the project director (not coordinator). Pages 63 and 64. The pagination of these pages is reversed. Page 63 change to 64. Page 64 change to 63. To accomplish correct sequence you will need to remove the page and use your three-hole punch. While this does not improve the aesthetic quality it does give the correct continuity. (Sorry!)

* *

RECALLING AUDIOCASSETTES FOR THE VISUALLY IMPAIRED HANDBOOK

Problems in the reproduction of the audiocassettes which accompany the VISUALLY IMPAIRED handbook have been found in Segments One and Two. Please check yours. If it is faulty, return it to the project office and it will be replaced. Thanks to the members of the review panel for identifying this problem.

* *

ANY MORE CORRECTIONS?

The project staff appreciates learning of any corrections needed in the project materials. You are encouraged to call 292-3719 to report needed changes.

* *

MORE TO COME. . . . . . . AFTER SPRING VACATION!

Project HAPI

A Guide for Monitoring the Implementation of the IEP and Compliance of PL 94-142 and Title 5 Regulations

	September 1979		January 1980	
	YES	NO	YES	NO
1. Student's complete IEP is kept in classroom.				
2. An IEP for each student in special education class or program has been written, approved, and signed pursuant to (121a 341) (5CAC3154).				
3. Each IEP contains components listed in handbook, part I.				
4. Intervention and planned activities relate to IEP and goals and objectives.				
5. Evidence exists (documented) showing attempts to implement IEP components in a regular/scheduled fashion have been employed.				
6. Progress or date of achievement of intervention activities has been recorded.				
7. IEP is protected as confidential information pursuant to federal and state laws.				
8. Person responsible for establishing annual goals participated in IEP development.				
9. Person responsible for establishing annual goals developed pupil's intervention activities.				
10. Parents were involved in planning intervention activities.				

	September 1979		January 1980	
	YES	NO	YES	NO
11. When appropriate, student was involved in development of IEP.				
12. As objectives are met, new objectives are developed.				
13. The IEP reflects all areas of instruction that student should receive in a quality program.				
14. Student is receiving all of related services in accordance with his/her IEP. (121a 349)				
15. All needed related services are listed on IEP.				
16. All related services on IEP are available on a regular basis.				
17. All related services on IEP are avaible for an adequate time.				
18. Appropriate supplies and equipment needed to appropriately develop objectives are provided.				
19. New or additional materials can be obtained as needed to meet objectives.				
20. Training has been provided in use of specialized equipment or materials.				
21. Special education student participates in academic activities in regular class.				
22. Special education student participates in non-academic activities in regular education. (121a 550, 553 and 5CAC3155)				

	September 1979		January 1980	
	YES	NO	YES	NO
23. Student has opportunity to participate in school activities and programs regardless of handicapping condition (e.g., access to site premises pursuant to Section 504, Rehabilitation Act).				
24. Special education student is accepted by: a. regular classroom teacher				
b. student in classroom				
c. other staff members				
25. Student is integrated into regular classroom.				
26. Person responsible for establishing objective(s) coordinates school activities with regular classroom teaching: a. by support personnel				
b. conference				
c. memo				
d. informal reports				
e. other				
27. Student is working on activities related to goals and objectives of IEPs.				
28. Activities are individualized to meet student needs.				

	September 1979		January 1980	
	YES	NO	YES	NO
29. Written classwork or evidence of additional activities show student's work is appropriate to goals and objectives stated in IEPs.				
30. All instructional materials and equipment listed on IEP is available in classroom.				
31. Appropriate use of materials and equipment is effectively carried out.				
32. Basic skill areas are part of student's curriculum.				
33. When appropriate adaptive/remedial PE is provided for student based on needs.				
34. Student is provided appropriate nonacademic activities in his/her curriculum: a. art				
b. music				
c. dance				
d. other				
35. Student's classroom provides adequate space, ventilation, acoustics and furniture.				

Project HAPI Pre-/Post-Test

Questions on Individualized Education Programs

Name:____________________________ Date:___________________

1. The concept of an individualized education program was developed by PL 94-142:

   a. True
   b. False

2. An individualized education program is written for:

   a. children presently unserved
   b. all handicapped children
   c. handicapped children receiving special services
   d. all children
   e. none of the above

3. The maximum life span of an individualized education program is:

   a. one year
   b. three years
   c. not determined
   d. dependent on the completion of objectives
   e. none of the above

4. A complete evaluation of a child receiving special education services shall occur:

   a. prior to initial placement
   b. before placement change
   c. upon request by a teacher or parent/guardian
   d. at least every three years the individual remains in special education
   e. all of the above

5. An IEP is an:

   a. ideal education package
   b. indigestible educational palaver
   c. individualized education program
   d. Ithaca Edsel Plant
   e. none of the above

6. The child's present level of functioning is part of the diagnostic information required in an IEP.

   a. True
   b. False

7. The child's label is part of the diagnostic information required.

   a. True
   b. False

8. Prescriptive information includes annual goals and short-term objectives.

   a. True
   b. False

9. "First-hand" information on IEP regulations can be found in;

   a. The Farmer's Almanac
   b. The Federal Register
   c. State Senate Bill
   d. OCR Bulletin 43
   e. None of the above

10. Necessary services should be delivered to handicapped children by placing them all in a regular classroom.

   a. True
   b. False

11. The IEP is a binding contract.

   a. True
   b. False

12. Who is responsible for implementing the IEP?

   a. The child's teacher
   b. Special teacher
   c. Whoever the E&P committee designates
   d. The parent
   e. None of the above

13. Which of the following is not a requirement under PL 94-142?

   a. Procedural due process
   b. Individualized education programs
   c. Parental involvement
   d. Elimination of special classes
   e. A full service plan by each LEA

14. Although a plan of intervention and instructional activities is not written in the IEP committee and does not require approval, it is mandated by PL 94-142.

   a. True
   b. False

15. A child with a suspected disability may be placed in a special education program for a period not to exceed 20 days prior to the E&P meeting and writing of the IEP.

   a. True
   b. False

16. The team designated to develop the IEP always includes:

    a. school nurse/nurse practioner
    b. the student
    c. the parents/guardians
    d. a special education teacher/specialist
    e. any school personnel who has participated in the evaluation where results are significant to the child's IEP
    f. the receiving teacher(s)/specialist(s)
    g. an administrator/designee

17. It is required that school districts seek out all handicapped individuals between the ages of 3 and 21 by:

    a. September 1, 1978
    b. September 1, 1979
    c. September 1, 1980
    d. September 1, 1981
    e. September 1, 1982

18. Prereferral tasks which do not require written parental consent are:

    a. illegal
    b. screening of speech, academics, hearing, etc.
    c. consultation with other school personnel
    d. search of school history in cumulative records

19. Written parental consent to assess is:

    a. always required
    b. not required when the parent makes a written referral for assessment
    c. not required when the parent makes an oral referral for assessment

20. The parent is always a member of the:

    a. assessment team
    b. E&P team
    c. IEP committee
    d. all of the above

Project HAPI

Pre-/Post-Test
Answer Key and Explanation of Answers

1. FALSE--The concept of writing learning goals, and thus, individualizing teaching and learning has been a part of education for at least 25 years.
2. C------An educational program is written only for those children receiving services.
3. A------The individualized education program (IEP) must be reviewed at least annually.
4. E
5. C------This should be self-explanatory
6. A------Stated in the law.
7. FALSE--Not stated in the law and the philosophy behind PL 94-142 is to reduce labeling.
8. TRUE
9. B
10. FALSE--The concept of the least restrictive placement is that each individual with exceptional needs shall be educated with pupils who are not handicapped, as appropriate to the needs of both. The severity of the handicap may be such that the education of an individual with exceptional needs cannot be achieved satisfactorily in a regular setting.
11. FALSE--The IEP is a statement of services, goals and objectives, etc., not a contract.
12. C
13. D
14. TRUE
15. FALSE
16. C, D, E, G
17. C
18. B, C, D
19. A
20. D

Proyecto HAPI

1 de 2

RECOMENDACIÓN PARA UNA EVALUACIÓN
CONSENTIMIENTO PATERNO PARA CONSIDERAR UN PLAN PARA EDUCACIÓN ESPECIAL Y SUS SERVICIOS

Nombre del estudiante ____ Fecha de referencia ________________

RAZONES PARA LA RECOMENDACIÓN: su hijo ha sido recomendado al grupo de evaluadores (_____EAS, _____SAT, ___E&P) debido a su comportamiento actual que enseguida describimos:

Posible programa alternativo: ____

El grupo de evaluadores se compone de un personal escolar con sus credenciales debidamente acreditadas y es el indicado para recomendar los servicios especiales adaptados a las necesidades del estudiante. Para poder planear el programa adecuado para cada estudiante, los evaluadores necesitan conducir la evaluación. Dicho plan de evaluación describe a continuación los procedimientos, pruebas, documentación o reportes que se planean usar, incluyendo procedimientos para evaluar la percepción visual y otros problemas de percepción. Todas las pruebas que se usarán son las más apropiadas y no perjudicarán de ninguna manera al estudiante.

PLAN DE EVALUACIÓN - Fecha en que se completará la evaluación ___________________________

Persona Responsable	Instrumento de Evaluación	Descripción del Instrumento	Razón para su uso

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Supte. de Escuelas, Depto. de Educ.
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Una copia de los *Derechos de los Padres y del Estudiante*, ha sido incluída para su información. Los padres tienen el derecho de participar y proporcionar información y tomar decisiones referente a la educación de su hijo. Si usted desea más información con respecto a sus derechos o a los procedimientos para ejercer estos derechos, puede comunicarse a la escuela de su hijo o a la oficina del distrito escolar.

> *Doy mi autorización para que las evaluaciones previamente descritas sean llevadas a cabo dentro de un periodo de 35 días después de que la escuela haya recibido esta autorización. Entiendo que los resultados serán confidenciales y que se me invitará a la junta cuando la evaluación se haya completado para ver los resultados y discutir los posibilidades del programa. Es de mi conocimiento que no habrá ningun cambio en la colocación educativa. También acuso de recibo una copia de los Derechos de los Padres y del Estudiante, incluyendo el proceso legal y procedimientos de protección.*

______________________________ ______________________
Firma del padre o tutor *Fecha*

Si desea mayor información por favor comuniquese con: ______________________________
Firma del Coordinador del Grupo de Evaluadores

____
Teléfono

Favor de firmar y devolver a:

____

____

____

Fecha de devolución: ______________________

☐ Copia proporcionada a los padres en su idioma nativo

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Proyecto HAPI

ESTUDIO PSICOEDUCACIONAL

Resultados de la Evaluación

Nombre ______________________________ Sexo_____ Fecha de nacimiento__________ _____Grado

(CAC 5 3421 (b) y 45FR 121a.543) El reporte escrito debe incluir una declaración de:

1. Si el niño tiene una desventaja específica para el aprendizaje.

2. Descripción de la desventaja.

3. Razones para llegar a la determinación.

4. Características del comportamiento estudiadas durante el periodo de observación.

5. Relación de las características en el funcionamiento académico del niño.

6. Resultados conectados con condiciones físicas que pueden afectar educacionalmente al niño, si las hay.

7. Gran discrepancia entre los logros y habilidades que no pueden corregirse sin educación especial y sus servicios relacionados, diseñados para individuos que se ha determinado tienen desventajas en el aprendizaje o de comportamiento.

8. Determinación del grupo de evaluadores sobre efectos ambientales, culturales o desventajas económicas.

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Junta de Escuelas Depto. de Edu

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[illegible] Elemental

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9. Reporte del Psicólogo

2 de 2

En mi opinion profesional ______________________________, las habilidades básicas para aprender estan dentro del alcance normal de los funcionamientos, sobre todo no atribuyen a una retardación mental, ni tampoco por tener conocimientos limitados del idioma inglés. (Este informe no será requerido para individuos cuyos desórdenes en el aprendizaje y de comportamiento sean debido a serios trastornos emocionales o autismo)

____

Firma del psicólogo de la escuela　　　Fecha

Yo certifico que el reporte adjunto refleja mis conclusiones con respecto a ____________

______________________________, basados en los resultados de la evaluación.

(Instrucciones: Un miembro del grupo hay que identificarse como el coordinador del grupo.)

	Fecha
Firma del administrador o su representante en educación especial	
Firma del maestro especializado en educación especial	
Firma del maestro de educación regular	
*Firma del psicológo de la escuela	
*Firma del especialista de oído, habla y lenguaje	
Firma de la enfermera de la escuela	
Otra firma adicional	
Otra firma adicional	
Otra firma adicional	

* psicólogo que ha examinado al estudiante

Cualquier miembro que no esté de acuerdo debe presentar por separado su informe con sus conclusiones. Adjunte dicho informe con este estudio.

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Proyecto HAPI

ACCIÓN RECOMENDADA POR EL GRUPO DE ELIGIBILIDAD Y PLANIFICACIÓN

Fecha ______________________ Nombre ______________________

Escuela ______________________ Grado ______________________

Estimado ______________________:

El Grupo de Eligibilidad y Planificación (E&P) se reunirá en:

______________ a las ________ a.m. p.m. ubicado en ______________________
(fecha) (hora) (lugar)

Por las razones abajo especificadas:

1. Acción propuesta: ______________________

2. Razones para la proposición: ______________________

3. Opciones consideradas: ______________________

4. Razones por las cuales se rechazaron las opciones: ______________________

5. Procedimientos usados para evaluar: ______________________

6. Documentación a considerar: ______________________

7. Otros factores: ______________________

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Se requiere su presencia esta junta. *Le suplicamos notificarnos si usted no planea asistir a esta junta.*

Si usted desea, puede invitar a las siguientes personas, por ejemplo: Una trabajadora social, un maestro, un psicólogo o un optometrista para que represente a su hijo o para que proporcionen información que pueda ayudar al comité. Si usted desea hacerlo, por favor complete la parte de abajo de esta forma. Solamente personas que usted autorice pueden participar en esta junta. Queremos hacer de su pleno conocimiento que el Distrito NO tiene autorización ni fondos para pagarle a usted o a la persona que va a representarlo.

Doy mi autorización para que las siguientes personas asistan a la junta de ESP y representen a mi hijo:

Nombre ______________________________ Dirección ______________________

Parentesco con el alumno __________________ ______________________

Nombre ______________________________ ______________________

Parentesco ______________________________ ______________________

Yo, el padre o tutor del alumno PODRÉ ____ NO PODRÉ ____ asistir a la junta.

Yo, la madre o tutor del alumno PODRÉ ____ NO PODRÉ ____ asistir a la junta.

______________________________________ ______________

Firma del padre o tutor *Fecha*

______________________________________ ______________

Firma de la madre o tutor *Fecha*

Favor de firmar y regresar esta forma a:

____

____

Muchas gracias.

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PLAN No. 7: 23-5-79
Proyecto HAPI

1 de 3

PROGRAMA DE EDUCACIÓN INDIVIDUAL

Nombre del Estudiante ____________ FN ________ EC ________

Identificación personal ____________ Sexo ________

Maestro ____________ No. de años en la escuela ______ ______ Grado

Escuela ____________ Programa especial ____________

Fecha inicial de inscripción en Educ. Especial ______ *Fecha propuesta de colocación ______ Duración de colocación anticipada ______

Carrera y vocación del Programa Educ. ____________

Tiempo de colocación en la clase regular ____________ % Programa de Educ. Física ____________

INDIQUE EL NIVEL ACTUAL DE FUNCIONAMIENTO:

Comunicación y Lenguaje

Academicos:

Adaptación Social o Desarrollo Emocional:

Psicomotor:

Destrezas pre-vocacionales, vocacionales:

Destrezas de esfuerzo personal:

Estilo de aprendizaje (modalidad):

Manera de aprender (por ejemplo,reflectiva, persistente,etc.)

Estado de salud:

*Si al estudiante no se le puede dar la colocación apropiada dentro de los primeros 20 días escolares, exponga la razón de la demora y la fecha planeada para la colocación (CAC 3305(c)):

Fecha de la junta ____________

Padres ____________ Teléfono ________

Dirección ____________

Idioma nativo del alumno ____________ Como fue determinado ____________

Idioma nativo del hogar ____________ Distrito Escolar de Residencia ____________

RAZÓN PARA LA COLOCACIÓN

Descripción de la desventaja funcional:

Educación especial específica que se va a proporcionar:

Servicios relacionados que se van a proporcionar:

Material especial y equipo que se va a proporcionar:

Medidas necesarias que se tomarán en caso de un posible cambio al programa de clase regular:

Razón para la colocación en un ambiente menos restrictivo

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Nombre del alumno ______________________________ 2 de 3

Las personas cuyas firmas aparecen a continuación, atestiguan el procedimiento que se ha seguido con relación al planeamiento instructivo de evaluación, su proceso legal, la colocación o terminación, así como también que el alumno cuyo nombre aparece arriba se ha identificado como el estudiante que necesita (o no necesita) servicios de educación especial, de acuerdo a las leyes y reglamentos federales y estatales. Las metas, objetivos, programas y servicios se determinarán debidamente ya sea si el alumno tiene limitaciones en el idioma inglés o si no lo habla.

xx Firmas de los miembros de comité que participan en el IEP:	Fecha
Firma del padre o su representante	
Firma de la madre o su representante	
Firma del alumno	
Firma de administrador de educación especial o su representante	
Firma del maestro de educación regular	
* Firma del psicólogo de la escuela	
*Firma del especialista en oído, habla y lenguaje	
Firma de la enfermera de la escuela	
Firma del maestro de educación especial	
Firma del intérprete	
Otra firma (especifique)	
Otra firma (especifique)	

*Especialista que ha evaluado al alumno xx Indica el coordinador del grupo

Requisitos para pasar al nivel de secundaria (CAC 3306(s)):

Determinación para ampliar los servicios durante el año escolar (CAC 3306(e)):

La firma de los padres o de su representante atestigua el permiso concedido para la colocación de un programa de educación especial como:

Especificación de la colocación en educación especial

Firma del padre o su representante Fecha

Firma de la madre o su representante Fecha

Una forma por escrito y la explicación detallada de los derechos, protección y proceso legal ha sido proporcionada y recibida por los padres de acuerdo a las leyes federales.

Firma del padre o su representante Fecha

Firma de la madre o su representante Fecha

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LAN No. 7; 23-5-79
royecto HAPI

Nombre del Estudiante ______________________

Metas Anuales	Objetivos de Instrucción a Corto Plazo	Control de Metas y Objetivos
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación. Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación Para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________

*CAC Title 5 - 3307

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PROJECT hopi

Pre/Post Training Inventory

Name______________________________ Date______________________________

Please check the response column which best describes your understanding of the following:

	Limited Awareness	Fair Awareness	Good Awareness	Able to Teach Peers/ Parents
1. What is the intent of PL 94-142?				
2. Why is there a need for an IEP?				
3. What must the IEP contain?				
4. Who assumes the responsibility of writing and implementing the IEP?				
5. At what point is written parental consent first required in the process IEP development?				
6. What is meant by due process?				
7. What differentiates goals and objectives?				
8. What are the areas of behavior designated to be assessed per PL 94-142?				
9. What are the special assessment requirements of PL 94-142 that apply only to children with specific learning disabilities?				
10. Who must attend the IEP meeting?				
11. What is meant by "establishing the least restrictive environment"?				
12. What is meant by extended school year services?				

PROJECT HAPI

TO: DATE:

FROM: RE:
BIRTHDATE:

Below is an authorization for you to release any information you have which would assist us in evaluating and determining the needs of the above student. This would include psychological and/or other testing, plus reports of any assessment team committee decisions.

School reports should cover academic achievement, social adjustment, and behavior. Medical data should include name of the doctor, date of examination, medical findings, and reports of special laboratory tests (i.e., EEG and pertinent recommendations and medications prescribed). Recommendations for the educational program would be helpful.

Thank you for your cooperation.

Sincerely,

- -

AUTHORIZATION
TO REQUEST AND RELEASE CONFIDENTIAL INFORMATION

NAME:______________________________ BIRTHDATE:__________

PRESENT SCHOOL:________________________ GRADE:__________

I hereby authorize__________________________________

to release to and/or secure from Psychological Services,______________ School District, any educational, medical and/or psychological data on the above student. Such information will be shared with appropriate persons and used for professional purposes only.

DATE:______________ SIGNED:__________________________

RELATIONSHIP TO STUDENT____________________

Project HAPI
Eligibility and Planning Team Committee Meeting

Suggested Agenda

I. Introduction of members

II. Statement of intent of meeting

III. Validate personally identifiable information on IEP form

IV. Inform parent of parent and child rights

V. Assessment results from E&P team members:

   A. Assessment Analysis
   B. Psychoeducational Study (EH and SDL)
   C. Other special reports as determined by disability

VI. Writing of IEP (recorded by designated team members)

   A. Indicate present levels of function
   B. Determine and write annual goals and instructional objectives
   C. Establish eligibility
   D. Determine placement based on goals and objectives, and develop:
      1. Rationale for placement
      2. Appropriate career/vocational education program
      3. Appropriate P.E. program
      4. Extent of regular class placement
      5. Projected date of placement
      6. Anticipated duration
      7. Secondary level graduation requirements
      8. Determination of extended school services

VII. Obtain signatures

VIII. Tentative schedule for IEP review

Project HAPI
E&P Committee Action Meeting

Suggested Agenda

I. Introductions

II. Purpose: To analyze results, determine adequacy of assessment, consider eligibility for programs and services, and schedule meeting to write IEP

III. Review of compilation of assessment results recorded on Assessment Analysis:

- A. Determine levels of function:
  1. Communication/language
  2. Academics
  3. Psychomotor
  4. Social/emotional adaptation
  5. Prevocational/vocational skills
  6. Self-help skills
  7. Learning style/approach
  8. Health status
- B. Determine if assessment has been adequate
- C. Psychoeducational/psychological study
- D. Consider eligibility (according to Title 5 regulations) options for programs and services

IV. Prepare E&P Committee Action form to be delivered to parents

V. Assessment team coordinator:

- A. Schedule meeting for writing of IEP (time and date to be mutually acceptable by parent(s) and staff)
- B. Deliver E&P Committee Action report to parent(s)
- C. Prepare agenda, reports, and records for E&P meeting
- D. Notify all team members of time and date